

# Silverton Independent School District

## District Improvement Plan

### 2024-2025

A copy of the District Improvement Plan is available in the School Administration Office, Happy State Bank and the Public Library. A digital copy is available at [www.silvertonisd.net](http://www.silvertonisd.net). If you are needing translation of any portion of this document in your native language the school can help to accommodate this need.



# Mission Statement

*All Silverton students have access to a quality education to enable them to achieve their potential and fully participate in social, economic and educational opportunities. It is Silverton ISD's belief that:*

*The general diffusion of knowledge is essential for the welfare of the community and the preservation of our liberties and rights.*

*A successful public education system is directly related to a strong, dedicated and supportive family.*

*Parental involvement in schools is essential for maximum educational achievement.*

## Vision

*Silverton ISD: Preparing for Success*

# Other

## **PUBLIC EDUCATION MISSION AND OBJECTIVES.**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **The objectives of public education are:**

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and

technology education to students.

## **PUBLIC EDUCATION ACADEMIC GOALS**

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### STAFFING:

PreK: Keeley Cox

Kindergarten: Brittany Wilson

1st Grade: Chantell Francis

2nd Grade: Delma Ibarra

3rd Grade: Lexi Hall

4rd - 5th Grade Math & Science: Jennifer Walton

4th - 5th: Grade ELAR & Social Studies: Aubrey Mayfield

6th - 8th ELAR: Kaylee Rhoderick

6th Grade Science, Social Studies, Math, JH / HS Athletics: April Howell

7th History, Science, Math, 10th US History, & 7th & 12th Art: Carrie Ann McJimsey

JH Math and Reading Resource / SpEd / 504 / RTI: Kori Land

Ag Science: Jaden Smith

Coach/PE/Spanish/Health: Noe Beltran

Business / Computer Tech: Jolee Dietrich

HS English: Nikki Gamble

Home Economics: Danette Coffey

8th - 12th Math: Beth Nickerson

Athletic Director/PE/Social Studies: Kevin Hurn

8th - 12th Science: Amanda Miller

Technology: Jolee Dietrich

Library/Aide/ ESL Support/Lunch Clerk: Mari Patino

Counselor / HS Guidance: Patsy Towe

Counselor: Kylie Brock

Nurse / PE: Shandy Beedy

K-12 SpEd / 504 / RTI: Kristin Gordon & Chantell Hayes

Principal: Michael Hayes

Principal Secretary / PEIMS: Vicki Perry

Superintendent: Michelle Francis

Superintendent Secretary: Isabel Colunga

Paraprofessionals / RTI Staff:

Tonya Garcia

Ami Lynn

Diana Mattheus

Mari Patino

Silverton Independent School District

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Cafeteria / Maintenance

Diana Araujo  
DeLysa Maciel  
Beatriz Araujo

Bus Drivers:

CJ Jacobs  
Mari Patino  
Bob Coffey

Currently Available 2022-2023 Texas Academic Performance Report on Staff Data:

Total Staff: 37.4  
Professional Staff: 23.3  
Teachers: 19.6  
Professional Support: 1.6  
Campus Administration: 1.0  
Educational Aides: 5.4

Librarians and Counselors

Full time Librarians: 0  
Part-time Librarians: 0  
Full-time Counselors: 0  
Part-time Counselors: 2

Total Minority Staff: 8.7

Teachers by Ethnicity

African American: 0  
Hispanic: 1.9  
White: 17.7  
American Indian: 0  
Asian: 0  
Pacific Islander: 0  
Two or More Races: 0

Teachers by Sex:

Males: 4.0  
Females: 15.6

Teachers by Highest Degree Held:

No Degree: 0  
Bachelors: 17.3  
Masters: 2.4  
Doctorate: 0

Teachers by Years of Experience:

Beginning Teachers: 0  
1-5 Years Experience: 3.8  
6-10 Years Experience: 3.8  
11-20 Years Experience: 7.8  
21-30 Years Experience: 4.2  
Over 30 Years Experience: 0

We have an exceptional staff all of which are veteran teachers with a minimum of 3 years of experience. We have done well to retain teachers and have only had vacancies due to retirements or a life changing event. In an effort to continue to attractive to new employees and for retention purposes we implemented a 4-day calendar last year. It has been very successful and helped us to recruit new employees this year for the few vacancies we had. The staff we hired have excellent credentials and experience in education.

**Data Below: (Most recent Texas Academic Performance Report 2022-2023)**

Total Graduates: 9 (100%)

Ethnicity:

African American: 0  
Hispanic: 44.4%  
White: 55.6

Foundation HS Program: 100%

Economically Disadvantaged Graduates: 44.4%

At-Risk Graduates: 0%

College, Career, or Military Ready (Annual Graduates)

2021-2022: 100%

College Ready (Annual Graduates)

2021-2022: 80%

Approved Industry-Based Certification (Annual Graduates)

2021-2022: 100%

Advanced Dual Credit Course Completion (Grades 9-12)

Any Subject: 44.4%  
English Language Arts: 14.8%  
Mathematics: 16.7%  
Science: 0.0.%  
Social Studies: 14.6%

**Student Enrollment for the 2024-2025 School Year as of December 10, 20224:**

PreK: 10  
Kindergarten: 14  
1st Grade: 15  
2nd Grade: 15  
3rd Grade: 15



4th Grade: 17  
5th Grade: 10  
6th Grade: 13  
7th Grade: 17  
8th Grade: 17  
9th Grade: 11  
10th Grade: 20  
11th Grade: 15  
12th Grade: 11

Total Enrollment: 203

### **Discipline:**

Discipline issues on our campus are typically minor in offences and infrequent. With small class sizes and a strong community and family support, we do not have ongoing or problematic discipline issues facing our school.

### **Educational Services:**

Students come from many walks of life and have individual needs. We are proud to offer our students with a wealth of support including: RTI in-class and pull out support from certified teachers and paraprofessionals. We provide a Gifted and Talented program for our identified GT students on a six weeks basis encompassing project based learning. We have a dyslexia coordinator who works directly with students who have been identified as having Dyslexia. This program provides life long skills to help students overcome the challenges they will face not only in school, but the future that awaits them in whatever capacity they choose after High School.

### **Demographics Strengths**

Silverton School has highly qualified staff with multiple years of experience and multiple certifications to see to the needs of our students. Over the years as needs arise we have had several staff members seek out additional certifications to provide the numerous course offerings we have for our students.

Our community is also highly involved in farming and ranching often providing work and life experiences from an early age through High School. Students are well adapted to technology and are very versatile in the ways in which these resources provide expanded learning experiences.

# Student Learning

## Student Learning Summary

Students are given multiple assessments throughout the year to monitor progress in grade level academic progress, the following provides a summary of regular testing that occurs throughout the year along with the

2023-20242 Texas State Assessment of Academic Readiness (STAAR) results:

### NWEA Benchmark Testing Grades K-9 Reading and Math:

Fall: Diagnostic Testing to determine student strengths and weaknesses and grade level preparedness.

Winter: Used to monitor growth from the Fall assessment given at the beginning of the year and to identify gaps in learning

Spring: This year we will be benchmarking after the STAAR to devote more time to instructional needs prior to the state assessment. The additional instructional time will also be beneficial to the NWEA results.

### STAAR Interim Assessments:

These assessments are diagnostic in nature and are offered for EACH of the state assessments students will be taking in the year:

3rd-8th Reading and Math

5th & 8th Grade Science

8th Grade Social Studies

Algebra I

English I & II

Biology

US History

Students will be provided two opportunities to take this assessment in the Winter and Summer to gauge the likely hood of how a student is performing at that point in the year to project how they will score on the final state assessment.

### PreK:

Circle Assessment: Provided at multiple times in the year to gauge student growth and academics understanding

### Kindergarten:

MClass diagnostic assessment used to determine grade level comprehension in math and reading

### 1st - 2nd Grade:

MCLASS This is a Dyslexia Screener and diagnostic assessment used to determine grade level comprehension in math and reading

### Teacher Provided Assessment / Diagnostic Tools:

Elementary:

Lexia, Imagine Math, Unit Exams, Reading: Running Records & Guided Reading Assessments

Junior High / High School:

Unit Assessments, Six Weeks & Semester Assessments (Six Weeks assessments will no longer be given in the second semester)

his section provides STAAR performance and Academic Growth outcomes.

Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	74%	85%	<b>85%</b>	-	80%	89%	100%	-	-	*	76%
	2021	67%	79%	<b>79%</b>	-	69%	86%	*	-	-	-	68%
ELA/Reading	2022	75%	84%	<b>84%</b>	-	76%	89%	*	-	-	*	75%
	2021	68%	77%	<b>77%</b>	-	70%	82%	*	-	-	-	67%
Mathematics	2022	72%	87%	<b>87%</b>	-	83%	89%	*	-	-	*	77%
	2021	66%	82%	<b>82%</b>	-	73%	88%	*	-	-	-	71%
Science	2022	76%	91%	<b>91%</b>	-	88%	93%	*	-	-	-	81%
	2021	71%	85%	<b>85%</b>	-	64%	100%	-	-	-	-	73%
Social Studies	2022	75%	76%	<b>76%</b>	-	74%	78%	*	-	-	-	73%
	2021	73%	77%	<b>77%</b>	-	50%	94%	-	-	-	-	60%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	48%	63%	<b>63%</b>	-	58%	67%	50%	-	-	*	51%
	2021	41%	51%	<b>51%</b>	-	41%	58%	*	-	-	-	38%
ELA/Reading	2022	53%	64%	<b>64%</b>	-	56%	68%	*	-	-	*	56%
	2021	45%	52%	<b>52%</b>	-	43%	59%	*	-	-	-	41%
Mathematics	2022	42%	62%	<b>62%</b>	-	55%	70%	*	-	-	*	45%
	2021	37%	52%	<b>52%</b>	-	47%	55%	*	-	-	-	43%
Science	2022	47%	66%	<b>66%</b>	-	67%	68%	*	-	-	-	54%
	2021	44%	58%	<b>58%</b>	-	36%	74%	-	-	-	-	27%
Social Studies	2022	50%	55%	<b>55%</b>	-	58%	56%	*	-	-	-	50%
	2021	49%	50%	<b>50%</b>	-	30%	63%	-	-	-	-	30%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2022	23%	32%	<b>32%</b>	-	24%	39%	33%	-	-	*	20%
	2021	18%	23%	<b>23%</b>	-	15%	29%	*	-	-	-	13%
ELA/Reading	2022	25%	32%	<b>32%</b>	-	24%	36%	*	-	-	*	22%
	2021	18%	20%	<b>20%</b>	-	17%	22%	*	-	-	-	14%
Mathematics	2022	20%	36%	<b>36%</b>	-	29%	44%	*	-	-	*	17%
	2021	18%	32%	<b>32%</b>	-	20%	41%	*	-	-	-	20%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Science	2022	21%	25%	<b>25%</b>	-	13%	36%	*	-	-	-	8%
	2021	20%	21%	<b>21%</b>	-	7%	32%	-	-	-	-	7%
Social Studies	2022	30%	32%	<b>32%</b>	-	32%	33%	*	-	-	-	32%
	2021	29%	23%	<b>23%</b>	-	0%	38%	-	-	-	-	0%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2022	74	81	<b>81</b>	-	82	82	-	-	-	-	79
	2019	69	67	<b>67</b>	-	68	66	-	-	-	-	68
ELA/Reading	2022	78	81	<b>81</b>	-	85	77	-	-	-	-	81
	2019	68	62	<b>62</b>	-	66	59	-	-	-	-	69
Mathematics	2022	69	82	<b>82</b>	-	80	88	-	-	-	-	76
	2019	70	72	<b>72</b>	-	69	74	-	-	-	-	67
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												

### Student Learning Strengths

Subject area strengths from the 2022-2023 STAAR results:  
 We grew in all areas from the prior year.  
 We had 100% passing in Algebra I and Biology

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are showing gaps elementary math and reading **Root Cause:** Disruptions due to COVID since 2020 continue to be an obstacle, especially for students who struggle academically.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

# Goals

**Goal 1:** Student Performance: Silverton ISD will improve academic achievement for all students and all student groups. Students will demonstrate exemplary performance in English Language Arts, Reading, Writing, Mathematics, Science and Social Studies.

**Performance Objective 1:** Improve student performance on state tests to 90% or greater meeting the Level II Satisfactory Standard or Above in Reading.





**Evaluation Data Sources:** Benchmarking Results, Progress Reports, Report Cards, State Testing Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Tutorials will be offered and required based on student performance on NWEA Testing/Coursework.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> FTE- 3.225 Teachers, FTE- .122 Paraprofessional - 199 SCE - \$170,789, Edgenuity - 211 Title I, Part A - \$7,840</p>	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Various Computer based programs will be used to supplement learning for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Local Maintenance, Active Panels, Chromebook - 211 Title I, Part A - \$4,462, Education Galaxy - 289 Title IV - \$4,000, Boardworks - 199 SCE - \$2,000, Imagine Learning - 211 Title I, Part A - \$2,500</p>	Formative		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> PreK will use the SOI Lab program to enhance gross and fine motor skills and learning skills for young learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improvement in their gross and fine motor skills and their learning skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> SOI - 211 Title I, Part A - \$1,998, FTE - 255 Title II, Part A, TPTR - \$4,459</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will provide materials for students in English and/or native language, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Supplemental programs and resources will be used for students who failed their state assessments in core classes and enrichment periods</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Study Island - 211 Title I, Part A - \$2,149</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>







Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> We will have a designated enrichment period grades K-8 for students to complete assignments and get additional support and instruction from staff. After school tutorials will be offered as needed. (Refer to Goal 1, Obj 1, Str. 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Funding Sources:</b> - 199 SCE</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students in grades K-9th will have an individual learning plan based on NWEA testing. Students who fail to meet expected grade level objectives will be referred to RIT and utilize ClassWorks to fill gaps and take a weekly probe to monitor growth in classes and enrichment periods. RTI students may be pulled for additional one on one SDI as recommended by the RTI committee. (Refer to Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Pre-K teacher will use the curriculum daily</p> <p><b>Strategy's Expected Result/Impact:</b> Pre-K students will be prepared with skills and necessary learning to promote to Kindergarten.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> RTI Levels 2 and 3 will be implemented as needed for students who score below 43% on NWEA testing or other benchmark data based on student need.</p> <p><b>Strategy's Expected Result/Impact:</b> Students needing additional help will receive it and improve in their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> FTE- Rtl aide - 211 Title I, Part A - \$9,180, FTE- Rtl aide - 289 Title IV - \$6,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> All teachers in all grade levels will use the TEKs resource (TCMPC) and follow the curriculum as outlined by the IFD and the YAG for each subject area,</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a more comprehensive aligned curriculum in all grades that will meet the state learning requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal Teachers</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1: Student Performance:** Silverton ISD will improve academic achievement for all students and all student groups. Students will demonstrate exemplary performance in English Language Arts, Reading, Writing, Mathematics, Science and Social Studies.

**Performance Objective 2:** Improve student performance on state tests to 90% or greater meeting the Level II Satisfactory Standard or Above in Writing.

**Evaluation Data Sources:** Benchmarking Results, Progress Reports, Report Cards, State Testing Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will provide time for students to write across the curriculum.  <b>Strategy's Expected Result/Impact:</b> Students will improve in writing and writing will be part of the curriculum in each subject area.  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All grade level core teachers will use the TEKS Resource System (TCMPC) once training is complete.  <b>Strategy's Expected Result/Impact:</b> Students will improve in writing and writing will be part of the curriculum in each subject area.  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 1: Student Performance:** Silverton ISD will improve academic achievement for all students and all student groups. Students will demonstrate exemplary performance in English Language Arts, Reading, Writing, Mathematics, Science and Social Studies.

**Performance Objective 3:** Improve student performance on state tests to 90% or greater meeting the Level II Satisfactory Standard or Above in English Language Arts.

**Evaluation Data Sources:** Benchmarking Results, Progress Reports, Report Cards, State Testing Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Incorporate more critical thinking skills in all subjects</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> RTI benchmark testing of all students, NWEA. (Refer to Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Local Maintenance, - 199 SCE, - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> K-9th grade will assess students 3 times a year with NWEA K-9 and utilize STAAR interim assessments for data collection within all STAAR tested subjects. (Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 SCE, - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students in grades K-9th will have an individual learning plan based on NWEA testing. Students who fail to meet expected grade level objectives will be referred to RIT and utilize ClassWorks to fill gaps and take a weekly probe to monitor growth in classes and enrichment periods. RTI students may be pulled for additional one on one SDI as recommended by the RTI committee. (Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 SCE, - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> RTI Levels 2 and 3 will be implemented as needed for students who score below 43% on NWEA testing. (Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Students needing additional help will receive it and improve in their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 SCE, - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All teachers in all grade levels will use the Teks resource and follow the curriculum as outlined by the IFD and the YAG for each subject area,</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a more comprehensive aligned curriculum in all grades that will meet the state learning requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1: Student Performance:** Silverton ISD will improve academic achievement for all students and all student groups. Students will demonstrate exemplary performance in English Language Arts, Reading, Writing, Mathematics, Science and Social Studies.





**Performance Objective 4:** Improve student performance on state tests to 90% or greater meeting the Level II Satisfactory Standard or Above in Mathematics.

**Evaluation Data Sources:** Benchmarking Results, Progress Reports, Report Cards, State Testing Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Intellectual problem solving and critical thinking in all areas across the curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> RTI benchmark testing of all students with NWEA (Refer to Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> K-9th grade will assess students 3 times a year with NWEA K-9 and STAAR Interim Assessments for data collection within all STAAR tested areas. (Refer to Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students in grades K-9th will have an individual learning plan based on NWEA testing. Students who fail to meet expected grade level objectives will be referred to RIT and utilize ClassWorks to fill gaps and take a weekly probe to monitor growth in classes and enrichment periods. RTI students may be pulled for additional one on one SDI as recommended by the RTI committee. . (Refer to Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> RTI Levels 2 and 3 will be implemented as needed for students who score below 43% on NWEA testing. (Refer to Edgenuity Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Students needing additional help will receive it and improve in their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>







Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All teachers in all grade levels will use the TEKs (TCMPC) resource and follow the curriculum as outlined by the IFD and the YAG for each subject area,</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a more comprehensive aligned curriculum in all grades that will meet the state learning requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1: Student Performance:** Silverton ISD will improve academic achievement for all students and all student groups. Students will demonstrate exemplary performance in English Language Arts, Reading, Writing, Mathematics, Science and Social Studies.

**Performance Objective 5:** Improve student performance on state tests to 90% or greater meeting the Level II Satisfactory Standard or Above in Science.





**Evaluation Data Sources:** Benchmarking Results, Progress Reports, Report Cards, State Testing Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize computer based programs to enrich instruction and comprehension. (Refer to Goal 1, Obj 1, Str 5)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All teachers in all grade levels will use the TEKS (TCMPC) resource and follow the curriculum as outlined by the IFD and the YAG for each subject area,</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a more comprehensive aligned curriculum in all grades that will meet the state learning requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: Student Performance:** Silverton ISD will improve academic achievement for all students and all student groups. Students will demonstrate exemplary performance in English Language Arts, Reading, Writing, Mathematics, Science and Social Studies.

**Performance Objective 6:** Improve student performance on state tests to 90% or greater meeting the Level II Satisfactory Standard or Above in Social Studies.

**Evaluation Data Sources:** Benchmarking Results, Progress Reports, Report Cards, State Testing Results





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers in all grade levels will use the TEKS resource (TCMPC) and follow the curriculum as outlined by the IFD and the YAG for each subject area,</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a more comprehensive aligned curriculum in all grades that will meet the state learning requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal Teachers</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1: Student Performance:** Silverton ISD will improve academic achievement for all students and all student groups. Students will demonstrate exemplary performance in English Language Arts, Reading, Writing, Mathematics, Science and Social Studies.

**Performance Objective 7:** In the area of student performance, the percent of students performing at advanced levels will improve in all grades and in all subject areas.

**Evaluation Data Sources:** NWEA Testing, STAAR results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students in grades K-9th will have an individual learning plan based on NWEA testing. Students who fail to meet expected grade level objectives will be referred to RIT and utilize ClassWorks to fill gaps and take a weekly probe to monitor growth in classes and enrichment periods. RTI students may be pulled for additional one on one SDI as recommended by the RTI committee. (Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE</p>	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> RTI Levels 2 and 3 will be implemented as needed for students who score below 43% on NWEA testing. (Refer to Edgenuity Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Students needing additional help will receive it and improve in their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE</p>	Formative		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All teachers in all grade levels will use the TEKs resource (TCMPC) and follow the curriculum as outlined by the IFD and the YAG for each subject area,</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a more comprehensive aligned curriculum in all grades that will meet the state learning requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal Teachers</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 1: Student Performance:** Silverton ISD will improve academic achievement for all students and all student groups. Students will demonstrate exemplary performance in English Language Arts, Reading, Writing, Mathematics, Science and Social Studies.

**Performance Objective 8:** Optimize use of all staff and curriculum and scheduling to ensure that areas in special needs are being addressed, including: Economically Disadvantaged Students, At-Risk Students, English Learners, Gifted and Talented, Special Education, Dyslexia, Migrant, Homeless / Foster Care, Ethnic and Racial sub-population student groups.

**Evaluation Data Sources:** Utilize: TAPR, STAAR Reports, PBMAS,

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Homeless / Foster Care: We will identify and provide services for homeless and foster care students.  <b>Strategy's Expected Result/Impact:</b> Use of enrollment and registration questioner along with PEIMS data.  <b>Staff Responsible for Monitoring:</b> Foster / Homeless Liason</p> <p><b>Title I:</b> 2.4, 2.6  <b>Funding Sources:</b> - 211 Title I, Part A - \$25</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a Dyslexia training program with a process of identification and support.  <b>Strategy's Expected Result/Impact:</b> Pull-out program for students utilizing research best practices and small group interventions.  <b>Staff Responsible for Monitoring:</b> Principal and Dyslexia Coordinator</p> <p><b>Title I:</b> 2.4, 2.5  <b>Funding Sources:</b> Dyslexia Program - Dyslexia Allotment</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Education Department will identify and serve students qualifying for Special Education Services.            Member of SSA</p> <p><b>Strategy's Expected Result/Impact:</b> Accommodations, modifications and intervention plans will be implemented and monitored to meet the learning needs of students with disabilities.  <b>Staff Responsible for Monitoring:</b> Special Education Director, Paraprofessionals, Teachers, Tulia SSA, Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Coordination and communication between special education and general education teachers and instructing special education students with IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> ARD meetings with documents, Classroom IEPs.</p> <p><b>Staff Responsible for Monitoring:</b> Special education and core teachers along with Principal and Tulia SSA.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will identify and recommend students for evaluation. Students will be evaluated with our 504 / GT Coordinator. Students who qualify will be placed in our GT program.</p> <p><b>Strategy's Expected Result/Impact:</b> For all qualified students will include a GT Qualified teacher that will have a continuum of learning experiences that leads to advanced performance.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers and Coordinator along with Principal.</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The English Learner program will be provided to all qualifying students. They will receive services within the classroom and in intervention and / or specialized services setting as needed and set forth by the LPAC. They will take the TELPAS assessment as designated by the state.</p> <p>Member of Coop</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment data, TELPAS Data, EL Progress measure, TAPR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ESL Teachers, ESL Coordinator.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide tutorials and RTI for at-risk students, ethnic student groups and economically disadvantaged students to receive additional instruction during the regular school day. (Refer to Goal 1, Obj 1, Str 3)</p> <p><b>Strategy's Expected Result/Impact:</b> Progress reports, report cards, STAAR results, NWEA, Teacher Recommendation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, RTI Aides, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> RTI Aide(s) - 211 Title I, Part A, RTI Aide(s) - 289 Title IV, Resource Aide - 255 Title II, Part A, TPTR</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>





Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 4545 / 1416 Accelerated learning tutorials provided for students failing state assessments during enrichment periods and after school as needed.</p> <p>(Refer to Edgenuity Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased progress on State Assessments and NWEA.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Tutorials - 199 SCE</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



**Goal 2:** Streamline phonics and reading programs with guided reading in elementary grade levels K-5

**Performance Objective 1:** Teachers will use the first year to develop and begin implementation beginning with added resources and training.





**Evaluation Data Sources:** Students will show gains in reading benchmark assessments and will show gains in STAAR reading assessments in grades 3-5.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in K-5 will implement ELAR groups and Small Group rotations with school supplied resources and attend training as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 1st year teachers will collaborate and work together to use leveled reading programs / resources to identify students current reading levels and use guided reading strategies and methods to build and work with students to work towards and exceed grade level performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will visit with other teachers as needs arise to implement or adjust strategies for small ELAR group programs to enhance foundational and instructional practices to embed the process in their classrooms at teacher or administration requests.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher's will be able to review other strategies and implementation of Guided Reading and other research based practices to establish networking opportunities in and out of the district for implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> RTI will be enhanced to include small group ELAR reading strategies and techniques / practices to address learning gaps and provide support for students who are behind their peers and or grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> This is a Level I and II RTI process that will provide more time and individualized assistance for students who may be behind their peers in reading or run the risk of falling behind.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Enhanced individualized Gifted and Talented opportunities for students based on identified qualifications in grades K-9.





**Performance Objective 1:** Teachers will be provided a list of students who qualify for the Gifted and Talented program as well as the areas of qualification within the first six weeks of school.

**Evaluation Data Sources:** The principal will check with teachers within the first six weeks to insure they have been provided the necessary information for G.T. students in their courses. The principal will work with the G.T. Coordinator to provide support and offer assistance as needed in providing teachers with the necessary information.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will coordinate by six weeks to develop a plan to implement projects or resources to address individual G.T. student's areas of qualification within 6-12 week intervals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will be monitored through the year on aspects of their qualifications to make sure their needs are being met.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; GT Coordinator</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Enrichment periods built into the schedule will be utilized to provide students the opportunities outside of class to work on G.T. related projects and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will have the ability on campus to get assistance and use time in their enrichment class to work on identified GT Goals and objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; GT Coordinator</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Silverton ISD will develop a culture and educational program designed to promote college/career readiness.





**Performance Objective 1:** All SISD students will graduate from high school prepared to transition into post-secondary education and/or careers.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Silverton ISD will work in partnership with post secondary partners such as community colleges, colleges, technical schools and the military to help prepare our graduates to be college and/or career ready.</p> <p><b>Strategy's Expected Result/Impact:</b> Partnerships will allow SISD students to have more opportunities and choices for their learning and their futures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Funding Sources:</b> - 199 Local Maintenance, - 199 Local Maintenance</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Silverton ISD will develop a culture and educational program designed to promote college/career readiness.

**Performance Objective 2:** SISD will promote additional endorsement areas and electives needed to address HB 5 requirements.

**Evaluation Data Sources:** Master Schedule, Available endorsement areas, additional CATE courses


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Silverton ISD will work in partnership with post secondary partners such as community colleges, colleges, technical schools and the military to help prepare our graduates to be college and/or career ready.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have additional options for endorsement areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Superintendent</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


**Goal 4:** Silverton ISD will develop a culture and educational program designed to promote college/career readiness.


**Performance Objective 3:** Improve student performance on college entrance exams to satisfy individual college selections and the Texas Success Initiative.

**Evaluation Data Sources:** TSI Results, ACT and/or SAT scores . College Readiness -TAPR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administer Pre-Act to Sophomores, provide PSAT, ACT and ASVAB to Juniors, and provide ACT to any Seniors who wish to retake or have not taken the assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared for college prep testing and have better ideas of their interests as they take courses and prepare for college.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, all teachers, administrators</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Offer local ACT/SAT testing site.</p> <p><b>Strategy's Expected Result/Impact:</b> It will give the students more opportunities locally to take the tests.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, all teachers, administrators</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Expanded dual credit opportunities for juniors and seniors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have additional dual credit opportunities to gain college credit during high school.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, all teachers, administrators</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide students information regarding: Higher education, admissions and financial aid opportunities, Texas grant program and Teach for Texas grant program, curriculum choices for success beyond high school, accelerated HS graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will be well informed and have information they need to make good decisions regarding post-secondary education.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, all teachers, administrators</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


**Goal 4:** Silverton ISD will develop a culture and educational program designed to promote college/career readiness.


**Performance Objective 4:** In the area of student performance, the percent of students performing at advanced levels will improve in all grades and in all subject areas.

**Evaluation Data Sources:** NWEA Testing, STAAR results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in NWEA testing in Fall/Winter/Spring. Results will be analyzed by teachers to determine instructional needs of each student. (Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will use a variety of computer programs to enhance instruction. (Refer to Goal 1, Obj 1, Str 2)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE, - 289 Title IV</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will take TEKS Resource (TCMPC) assessments and NWEA testing throughout the year. Students who perform low on benchmarks, TEKS Resource assessments, and/or NWEA MAP will be placed in Tier 2 and Tier 3 interventions (Refer to Edgenuity Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to acceptable or advanced levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 SCE</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify


 Discontinue



**Goal 5:** SISD will work to improve attendance, decrease and maintain low drop-out rates, provide a system of interventions for all at-risk students and meet additional instructional needs of all students.

**Performance Objective 1:** Improve Attendance rate for all students to 98%.





**Evaluation Data Sources:** TAPR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide exemptions from semester final exams for juniors and seniors with 85 average and 3 or less absences. provide exemptions for freshmen and sophomores with a 90 average and 2 or less absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make better grades and attend school in order to be exempt from semester tests.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Principal, Principal's Secretary</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Junior High and High School Incentive trips will be offered for attendance programs. DoJo Celebrations will be provided each six weeks for PreK - 8th Grade for those who qualify with year end field trips for those who qualify for 4 or more celebrations within a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rates will improve and stay above the goal rate.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Principal, Principal's Secretary</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
			

**Goal 5:** SISD will work to improve attendance, decrease and maintain low drop-out rates, provide a system of interventions for all at-risk students and meet additional instructional needs of all students.

**Performance Objective 2:** Enhance drop-out prevention so that 100% of students remain in school and obtain their high school diploma.

**Evaluation Data Sources:** TAPR Data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Take students to Career Day programs. <b>Strategy's Expected Result/Impact:</b> Students will have exposure to various careers and see the importance of getting an education. <b>Staff Responsible for Monitoring:</b> Counselor, all teachers, administrators	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Offer vocational programs  Member CTE SSA <b>Strategy's Expected Result/Impact:</b> Students will have an opportunity to take several CTE courses of their interest. <b>Staff Responsible for Monitoring:</b> Counselor, all teachers, administrators  <b>Funding Sources:</b> - 199 Local Maintenance	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> TxVSN courses <b>Strategy's Expected Result/Impact:</b> Virtual school network will be used to provide students with courses not readily available on the campus. <b>Staff Responsible for Monitoring:</b> Counselor, all teachers, administrators  <b>Funding Sources:</b> - 199 Local Maintenance	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** SISD will work to improve attendance, decrease and maintain low drop-out rates, provide a system of interventions for all at-risk students and meet additional instructional needs of all students.

**Performance Objective 3:** Students needing intervention will be identified and offered a comprehensive program of intervention.

**Evaluation Data Sources:** special programs enrollment and offerings.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> In School Tutorials (Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to be inline with measured progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Funding Sources:</b> - 199 SCE</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students in grades K-9th will have an individual learning plan based on NWEA testing. Students who fail to meet expected grade level objectives will be referred to RIT and utilize ClassWorks to fill gaps and take a weekly probe to monitor growth in classes and enrichment periods. RTI students may be pulled for additional one on one SDI as recommended by the RTI committee. (Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase incrementally to be inline with measured progress objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, aides Counselor Principal</p> <p><b>Funding Sources:</b> - 199 SCE, - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> RTI Levels 2 and 3 will be implemented as needed for students who score below 43% on NWEA testing. (Refer to Edgenuity Goal 1, Obj 1, Str 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Students needing additional help will receive one on one small group reteaching to improve in their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> - 199 SCE, - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Consistent discipline strategies will be implemented using an escalating consequence system.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor discipline referrals and feedback from teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Obtain, record and monitor grades that long-term DAEP students are receiving from campus teachers while students are attending DAEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Students grades assessed. Principal will contact campus teachers if grades are failing. DAEP teacher will then use the grade information to target instruction with individual students. Frequent monitoring with teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal / ISS &amp; DAEP Teacher</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Review, evaluate and improve ISS / DAEP services for student drop out, graduation, attendance, and recidivism rates annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Records, reports, student grades and completion rates reviewed annually</p> <p>Frequent monitoring with teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers and ISS / DAEP teacher</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Discipline procedures will be followed to ensure consistent handling of discipline issues as outlined in the student code of conduct and student handbook.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline procedures, office referrals, behavior intervention plans.</p> <p>Parents are also notified on every incident by mail and frequently by phone or in face-to face meeting.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 6:** SISD will insure that all positions in the district will be filled and manned by the best qualified and professional staff member available.

**Performance Objective 1:** All professional and paraprofessional staff will be appropriately credentialed or obtaining credentials in the appropriate time-line.


**Evaluation Data Sources:** Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All staff that is hired will have the appropriate credentials for the job assignment or be on the path to attain them in the prescribed time frame.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be taught by highly qualified staff.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Silverton ISD will post all positions that are open at the school, in the community, at the ESC 16.</p> <p><b>Strategy's Expected Result/Impact:</b> Available teachers and administrators will be aware of openings in the SISD staff.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Silverton ISD will attend job fairs when offered and as needed based on current or anticipated openings or need.</p> <p><b>Strategy's Expected Result/Impact:</b> SISD will be present at events to help get the word out about the school and our staff needs. We will strive to higher the best and most qualified applicants available.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Administrators will review credentials prior to making changes in assignments for current staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be positioned in areas in which they can be the most effective in meeting the needs of the students they serve.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** SISD will insure that all positions in the district will be filled and manned by the best qualified and professional staff member available.





**Performance Objective 2:** Evaluation of staff will include discussion of strengths and areas needing improvement.

**Evaluation Data Sources:** Staff review/evaluations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All new teachers will be evaluated using the T-Tess System. <b>Strategy's Expected Result/Impact:</b> Teacher performance will be improved and enhance through the evaluation process. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All returning teachers will be evaluated on the developed schedule using the T-Tess System. <b>Strategy's Expected Result/Impact:</b> Teacher performance will be improved and enhance through the evaluation process. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Administrators will conduct periodic walkthroughs each six weeks and offer feedback as needed. <b>Strategy's Expected Result/Impact:</b> Teacher performance will be improved and enhance through the evaluation process. <b>Staff Responsible for Monitoring:</b> Superintendent Principal	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
			

**Goal 6:** SISD will insure that all positions in the district will be filled and manned by the best qualified and professional staff member available.

**Performance Objective 3:** Professional development will be developed and provided for all staff based on determined needs to advance the district's goals and objectives.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will be provided ongoing training for the TEKS Resource system and other professional development through SISD Talks (online) or Region 16 workshops.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be well trained in the use of the curriculum software program to enhance their instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal</p> <p><b>Funding Sources:</b> - 199 Local Maintenance, Title II Contract - 255 Title II, Part A, TPTR - \$908, Instructional Support Contract - 199 SCE - \$4,541</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will be trained in online and and supplementary programs as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be up-to-date on researched based high yield strategies to help improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal</p> <p><b>Funding Sources:</b> - 199 Local Maintenance, DMAC - 211 Title I, Part A - \$3,644</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Region 16 to provide support district with federal and state requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Region 16 contracts</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent,</p> <p><b>Funding Sources:</b> Federal Programs Contract - 211 Title I, Part A - \$3,746, Region 16 SCE Contract - 199 SCE - \$5,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 7:** SISD will promote and maintain a challenging, positive and safe environment that is conducive to student learning and achievement.





**Performance Objective 1:** Students will be provided opportunities to be involved in a variety of activities that address the safe school environment and increase positive self-regard.

**Evaluation Data Sources:** PEIMS Reports, Character Card Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Drug Dog program</p> <p><b>Strategy's Expected Result/Impact:</b> Drug dog visits will serve as a deterrent for students who might use drugs and come to school or try drugs at school.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Parents students, Counselor, Catholic Family Service, County Extension Service, Department of Public Safety</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> DPS programs on safety</p> <p><b>Strategy's Expected Result/Impact:</b> Role models will discuss real life situations with students in grade appropriate presentations.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Parents students, Counselor, Catholic Family Service, County Extension Service, Department of Public Safety</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Texas Agri Life Red Program (3 Year Rotation: Most recent event held in the Spring of 2023)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be made aware of the dangers drug and alcohol use when driving and or other means of distracted driving.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Parents students, Counselor, Catholic Family Service, County Extension Service, Department of Public Safety</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>




Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for students and parents in transition activities from PK to elementary, elementary to middle school, middle school to high school, and high school to post-secondary / college career, military.</p> <ul style="list-style-type: none"> <li>* PK Day</li> <li>* Open Houses</li> <li>* 8th Grade Guidance Meetings</li> <li>* High School Planning</li> <li>* FASFA Senior Parent Night</li> <li>* SAT / ACT / TSI / ASVAB</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will be knowledgeable and prepared for future educational opportunities and expectations from grade level to grade level and campus to campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor &amp; Teachers</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Career and Technology Education (CTE) will be offered to assist students in developing the knowledge, skills, and competencies for career opportunities.</p> <p>Member CTE SSA</p> <p><b>Strategy's Expected Result/Impact:</b> CTE programs offered to eligible students.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Principal</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Continued implementation of sequential, developmentally appropriate, evaluated physical education curriculum to enable students to develop the motor, self-management and other skills, knowledge, attitudes and confidence necessary to participate in physical activity throughout life. Including: student / teacher ratios as practical, fitness gram testing (3-8), district nutrition and wellness policies, and a district wellness plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Fitness Gram Reports, Lesson Plans, Parent Letters, Lunch Menu</p> <p><b>Staff Responsible for Monitoring:</b> Principal, School Nurse, PE Teachers, Cafeteria Director</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide pregnancy related services that includes medical monitoring, and CEHI.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% Graduation rate with High School Diploma, PRS records.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, School Nurse</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative		
	Oct	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 7:** SISD will promote and maintain a challenging, positive and safe environment that is conducive to student learning and achievement.

**Performance Objective 2:** PEIMS reports, Character Card Report





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Sex education programs (ASPIRE in freshman Health class and PAPA training)  <b>Strategy's Expected Result/Impact:</b> Students will be educated in waiting until marriage in order to have sexual relations.  <b>Staff Responsible for Monitoring:</b> All teachers, Counselor, County Extension Agent   <b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will be given information / flyers regarding suicide prevention, conflict resolution, violence prevention and intervention, harassment and dating violence, sex-ting, and bullying.  <b>Strategy's Expected Result/Impact:</b> Role models and teachers will discuss real life situations with students in grade appropriate presentations.  <b>Staff Responsible for Monitoring:</b> All teachers, Counselor, County Extension Agent   <b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The school will provide counseling services for students in need of guidance as it relates to grief, thoughts of harm, bullying, etc.  <b>Strategy's Expected Result/Impact:</b> Opportunities to express individual challenges and to receive guidance on conflict resolution, social nuances, support and additional services as warranted.  <b>Staff Responsible for Monitoring:</b> School Counselors and School Administration</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
			

**Goal 7:** SISD will promote and maintain a challenging, positive and safe environment that is conducive to student learning and achievement.

**Performance Objective 3:** Provide school library program to improve academic achievement.





Students will be versed in the use of current programs, digital platforms and current technology needs in education for lifelong development and learning.

**Evaluation Data Sources:** Utilize school library program along with our computer labs and classroom technology.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide library and technology resources within computer labs and classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continually be immersed in technology on a daily basis: Interactive boards, Chromebooks and other technology related items.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement technology in classroom instruction through the use of computers, Chrome Books, Interactive Boards, Interactive Digital Pads to promote higher-order thinking and problem solving. (Refer to Goal 2, Obj 4, Str 2)</p> <p><b>Strategy's Expected Result/Impact:</b> Proficiency of staff and students to be fully engaged and knowledgeable for current educational technology through interactive lessons, assessments, etc. * Please see supplementary online program addendum for current list.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, Technology Director</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Educational Software and Technology Devices - 211 Title I, Part A, Educational Software - 289 Title IV, Interactive board - 270 REAP - \$18,290</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 8:** SISD will encourage community and parent involvement with the school. All parents will be full partners with educators in the education of their children and obtaining district goals.

**Performance Objective 1:** Parents will be provided multiple opportunities at the school to be involved in their child's education.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Have financial aid workshop for parents of senior students.  <b>Strategy's Expected Result/Impact:</b> Parents will have a better understanding of how and where to apply for help in funding college.  <b>Staff Responsible for Monitoring:</b> All teachers, Counselor, Technology coordinator, Principal, Principal's secretary</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Donuts for Dads, pancakes with Santa &amp; other activities.  <b>Strategy's Expected Result/Impact:</b> Programs will provide incentive to parents to come to school and see their children perform.  <b>Staff Responsible for Monitoring:</b> Organized and run by PTO overseen by Administration.</p> <p><b>Title I:</b>                      4.1, 4.2</p> <p><b>Funding Sources:</b> - 199 Local Maintenance</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 8:** SISD will encourage community and parent involvement with the school. All parents will be full partners with educators in the education of their children and obtaining district goals.

**Performance Objective 2:** Communication with Parents and the Community will be enhanced. Communication resources among staff, students, families and community . Strategy 1: Identify communication components and develop a method to share out to each entity. Strategy 2: Regular reminders throughout the year of notification resources to encourage entities to engage in the aspects of communication related to their status.

Details and current communication methods:

Primary resources for students, family and community:

- \* Silverton ISD website and online calendar
- \* Silverton School News Facebook Page: Live feed to our website for those without a Facebook account
- \* Mailings
- \* School Messenger

Primary resources for staff and teachers to parents:

- \* Class DoJo (Utilized primarily by teachers to parents for 2-way communication also as school wide notifications)
- \* School Messenger: Robocalls for emergency notifications
- \* Athletics: Facebook posting, text messages and Class DoJo
- \* Mailings, phone calls, texting, etc.





Internal Communication for Staff:

- \* Remind: Consistently used to provide immediate notifications related to school business / information.
- \* Weekly Owl Memos: Sent out at the end or beginning of the week detailing upcoming events, programs, testing, holidays, etc.
- \* Individual / group emails: All staff and Teacher and Aides
- \* Individual text messages and e-mails
- \* Face-to-face meetings, conversations and PLCs (Professional Learning Communities)

**Evaluation Data Sources:** Evidence Components:

Feedback from community, parents, students and staff





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Silverton ISD will have a Fall Open House to invite parents to the school to increase parental involvement.</p> <p>Parents will be provided information related to Title I services and programs.</p> <p>Programs offered at flexible times and days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental involvement in their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principals Title I Coordinator</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Silverton ISD will maintain a website and an account on Facebook to provided information to the parents and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Provides additional opportunities to communicate well with parents about their child's education and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Parents and community members will be involved in the evaluation and development and distribution of the parent and family engagement (PFE) policy and District Improvement Plan (DIP). The PFE policy is distributed to parents at registration and Open House. Parents are notified of how to access the DIP in the registration packet.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental and community member involvement with the education of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Site base committee and Superintendent</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Parents and families will be provided school information in a language they can understand through our school translator, materials and alternative languages such as website translation capabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Non-English speaking parents will be provided resources to assist in their support of the school.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Principal, teachers, and technology coordinator.</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Build parental capacity to be able to work with their child to increase their student's academic achievement.</p> <ul style="list-style-type: none"> <li>* Class DoJo</li> <li>* Remind Messenger</li> <li>* Facebook Postings</li> <li>* Newsletters / Classroom Letters</li> <li>* Parent / Teacher Conferences</li> <li>* Open House</li> <li>* Title I Meeting- flexible dates and times</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement and response to teacher and student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 9:** Students identified as Migrant shall have full and appropriate opportunities to meet the same challenging state academic content and student achievement standards afford to all students.

**Performance Objective 1:** All identified Migrant students will receive services according to high priority.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborate with the Region 16 Education Service Center to Identify and recruit migrant children and youth.</p> <p>Member of SSA, see Migrant Plan attached</p> <p><b>Strategy's Expected Result/Impact:</b> Complete the identification and recruitment process as outlined in rule and law in order to offer appropriate services to migrant student and families.</p> <p><b>Staff Responsible for Monitoring:</b> Migrant SSA</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 3.19

**Brief Description of SCE Services and/or Programs**

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## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Miller	Teacher	0.125
April Howell	6th Grade	0.236
Barbara Nickerson	Teacher	0.375
Carrie McJimsey	Teacher	0.25
Chantell Francis	Teacher	0.125
Diana Mattheus	Paraprofessional	0.306
Dotty Powers	Teacher	0.25
Jacob Massey	Teacher	0.106
Janee' Harrison	Teacher	0.125
Jennifer Walton	Teacher	0.122
Keely Cox	Teacher	0.25
Kevin Hurn	Teacher	0.113
Kori Land	Teacher	0.125
Mari Patino	Aide	0.195
Nikki Harris	Teacher	0.245
Noe Beltran	Teacher	0.242

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kari Patton	Teacher	Dyslexia / 504	1.0

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
School Counselor	Kylie Brock	School Counselor
Paraprofessional	Tonya Garcia	Paraprofessional
District-level Professional	Jolee Dietrich	Technology Director
Parent	Brittany Estes	Elementary Parent
Paraprofessional	Ami Lynn	Paraprofessional
Classroom Teacher	Kristin Gordon	SpEd Teacher
Classroom Teacher	Aubrey Mayfield	3-5 Elementary Teacher
Classroom Teacher	Chantell Francis	K-2 Elementary Teacher
Parent	Misty Holt	JH / HS Parent
Business Representative	Lori Mullins	Business Representative
Business Representative	Tammy Brannon	Business Representative
Classroom Teacher	Jaden Smith	High School / CTE Teacher
Classroom Teacher	Amanda Miller	High School Teacher
Classroom Teacher	Carrie Ann McJimsey	Junior High Teacher
Administrator	Michael Hayes	Principal

# District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Edgenuity		\$7,840.00
1	1	2	Active Panels, Chromebook		\$4,462.00
1	1	2	Imagine Learning		\$2,500.00
1	1	3	SOI		\$1,998.00
1	1	5	Study Island		\$2,149.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9	FTE- RtI aide		\$9,180.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	5	1			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	8	1			\$25.00
1	8	7	RTI Aide(s)		\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
4	4	3			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	2	DMAC		\$3,644.00
6	3	3	Federal Programs Contract		\$3,746.00
7	3	2	Educational Software and Technology Devices		\$0.00
<b>Sub-Total</b>					\$35,544.00
199 SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE- 3.225 Teachers, FTE- .122 Paraprofessional		\$170,789.00
1	1	2	Boardworks		\$2,000.00
1	1	6			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	8	8	Tutorials		\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
4	4	3			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00
6	3	1	Instructional Support Contract		\$4,541.00
6	3	3	Region 16 SCE Contract		\$5,000.00
<b>Sub-Total</b>					\$182,330.00

**199 Local Maintenance**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$0.00
1	1	4			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	6			\$0.00
1	4	1			\$0.00
1	4	6			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	7	3			\$0.00
1	8	5			\$0.00
4	1	1			\$0.00
4	1	1			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
5	1	2			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
6	3	1			\$0.00
6	3	2			\$0.00
7	1	1			\$0.00
7	1	4			\$0.00
7	2	1			\$0.00
7	2	2			\$0.00
7	3	1			\$0.00

199 Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	FTE		\$4,459.00
1	8	7	Resource Aide		\$0.00
6	3	1	Title II Contract		\$908.00
<b>Sub-Total</b>					\$5,367.00
270 REAP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	2	Interactive board		\$18,290.00
<b>Sub-Total</b>					\$18,290.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Education Galaxy		\$4,000.00
1	1	9	FTE- RtI aide		\$6,000.00
1	8	7	RTI Aide(s)		\$0.00
4	4	2			\$0.00
7	3	2	Educational Software		\$0.00
<b>Sub-Total</b>					\$10,000.00
Dyslexia Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Dyslexia Program		\$0.00
<b>Sub-Total</b>					\$0.00



# Addendums

## **Assurances Relating to the Title I, Part A Program Plan:**

1. The Title I, Part A Program Plan description has been developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in 6 SAS# ESSAAA22 2021-2022 ESSA Consolidated Federal Grant Application an LEA that has charter schools), administrators (including administrators of programs in other parts of Title I), other appropriate school personnel, and with parents of children in schools served under Title I, Part A. [Section 1112(a)(1)(A)]

Silverton School meets with our Site Base Committee at a minimum of three times a year to review and make recommendations for ongoing needs within our school.

For the 2021-2022 meetings that were held that help to influence the 2022-2023 DIP:

2021-2022 Members:

Michael Hayes, Administrator  
Carrie Ann McJimsey, Junior High / High School Teacher  
Colleen Reed, CTE / HS Teacher  
Beth Nickerson, High School Teacher  
Beverly Minyard, Business Representative  
Tammy Brannon, Business Representative  
Lori Mullins, Elementary / Junior High Parent  
Pam Cogdell, High School Parent  
Glenn Gore, Special Education Teacher  
Keeley Cox, Elementary Teacher  
Brooke Burson, Elementary Teacher

Dates of Meetings:

October 15, 2022

February 17, 2022

June 3, 2022

*\* Sign in sheets, minutes, and documentation on file with Principal*

Ongoing review for the 2022-2023 DIP:

2022-2023 Members:

Michael Hayes, Administrator  
Carrie Ann McJimsey: JH / HS Teacher  
Amanda Miller: JH / HS Teacher  
Danette Coffey: HS / CTE Teacher  
Tammy Brannon: Business Representative  
Lori Mullins: Business Representative  
Pam Cogdell: HS Parent  
Chantell Francis: K-2 Elementary Representative  
Janee' Harrison: 3-5 Elementary Representative  
Kristin Gordon: SpEd Teacher  
Cindy Comer: SpEd Teacher  
Ami Lynn: Paraprofessional  
Brittany Estes: Elementary Parent

Dates of Meetings:

October 17, 2022

February 21, 2023

May 31, 2023

*\* Sign in sheets, minutes, and documentation on file with Principal*

Ongoing review for the 2023-2024 DIP:

2023-2024 Members:

Michael Hayes, Administrator

Carrie Ann McJimsey, JH Teacher

Amanda Miller, High School Teacher

Danette Coffee, CTE Teacher

Chantell Francis K-2 Elementary Representative

Aubrey Mayfield, 3-5 Representative

Kristin Gordon, SpEd

Jolee Dietrich Technology Director

Ami Lynn, Paraprofessional

Brittany Estes, Parent

Sharyl Gamble, Parent

Tammy Brannon, Business Representative

Lori Mullins, Business Representative

Dates of Meetings:

October 17, 2023

February 21, 2024

May 21, 2024

Additional input for the school's Needs Assessment and to review aspects of our DIP are fulfilled through the following committees, leadership and surveys:

1. Monthly board meetings with topics placed on the agenda (ie: student growth, state assessments, etc.) in addition to Superintendent and Principal reports. *\* Agendas and sign-in sheets maintained by the school Superintendent.*
2. SHAC Meetings coordinated by our school nurse to review school nutrition, staff and student wellness, safety training. *\* Agendas and sign-in sheets maintained by our school nurse.*
3. Threat assessment team to oversee protocols for school safety and risk assessment *\* Agendas and sign-in sheets maintained by the school Superintendent*
4. Student, staff, family and community surveys sent out each spring to gather input from *\* Survey questions and responses maintained by our school technology director*
5. Student and Family Engagement Meetings *\*Typically held in the Spring. Handouts and meeting agendas are on file with our Student and Family Engagement Coordinator.*
6. LPAC Committee Meetings  
*\*Meet a minimum of two times a year. Sign-in sheets and agenda are on file from our LPAC Coordinator*

2. The LEA has coordinated the Title I, Part A Program Plan described in this application with other Elementary and Secondary Education Act (ESEA) programs, the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate. [Section 1112(a)(1)(B)]

Silverton School's needs assessment is reviewed and stakeholders give input to determine the needs of the different programs and funds sources to best utilize our funds. Region 16 ESC contracts are utilized to aid us in our fund's distribution.

3. The LEA plan provides that schools served with Title I, Part A funds substantially help children served under Title I, Part A to meet the challenging State academic standards. [Section 1112(a)(3)(B)]  
As a schoolwide Title I program, Silverton School serves all students.

4. The LEA shall periodically review and, as necessary, revise the Title I, Part A Program Plan description. [Section 1112(a)(5)]

The site-based committee, administration, meetings with faculty and staff, board meetings, needs assessments are all used to review and revise as necessary

5. To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the LEA plan shall describe [Section 1112(b)]—

a. How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—

1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

The principal oversees ongoing benchmark assessments in all grade levels and receives regular feedback from a range of committees including: ARD, 504, RTI, LPAC, and parent conferences.

Benchmark Assessments are as follows: NWEA Reading and Math: Grades K-9 (Fall, Winter, and Spring)

Circle Assessment: PreK (3 times a year)

TxKEA CLI Engage: Kindergarten (3 times a year)

TPRI or mCLASS 1<sup>st</sup> and 2<sup>nd</sup> Grades (3 times a year)

Interim STARR Assessments: State Tested Subjects (1-3 times a year depending on availability)

Six Weeks Assessments 6<sup>th</sup> – 12<sup>th</sup> Grade: All subject areas

Semester Assessments 6<sup>th</sup> – 12<sup>th</sup> Grade: All subject areas

Teacher created unit or objective based assessments: All subjects ongoing

Data gathered from these areas help to guide instructional needs, professional development, curriculum and additional needs such as RTI or other student related support.

2) Identifying students who may be at risk for academic failure;

All of the above areas listed in 5a Part 1 are utilized in addition to regular attendance reports. Sending out notifications to parents such as letters of concern, progress reports and report cards. Phone calls and in person meeting are often conducted to help promote success for our students and families.

3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

From Gifted and Talented students to our most fragile students with learning disabilities we provide students with Special Education Services, Dyslexia and RTI pull-out programs. In-class paraprofessional support, content mastery, and review of student data we provide a vast array of online and physical curriculum and resources. Silverton School provides our staff and students with current technology needs such as Chromebooks, iPads, Promethean Interactive Boards, Doc Cams and Computer Labs with ongoing rotations to update equipment meeting the everchanging needs of our community and future career paths for our students.

4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Staff training through the following: In-service training requirements from administration and online programs such as Eduhero to fulfill state requirements.

Region 16 provides professional development: Ongoing as needed for teachers and staff by request or for updated.

Reading Academies as required by HB3 in June of 2019

ESL certification with all core teachers PK-12

Dual credit opportunities for High School through Clarendon College

Vibrant Programs of Study in Agriculture Science and Family and Consumer Science Industry Based Certifications in: Microsoft Word, Welding, and Serv Safe Manager (2023-2024 School year will begin certifications in Adobe applications)

Administrator feedback: Classroom walkthroughs and formal observations

We will begin our 4<sup>th</sup> year of having a 4-day school calendar with extended class times

b. How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; [Section 1112(b)(2)]

Silverton School is a District of Innovation permitting us to district certify students based on industry experience. All staff are State Certified in all areas of instruction. Our Agriculture Science teacher is in his 4<sup>th</sup> year of employment with our school. He has years of on the job experience in agriculture trades. He has been district certified in his area of teaching.

We implemented a 4-day calendar for the 2021-2022 school year to attract quality applicants and to retain current personnel. Our staff continue to seek out professional development opportunities as needed or as recommended by our administration.

We also maintain an online video library of district teachers providing Professional Development training for our staff. The online library provides a resource for new staff members and as a refresher to teachers needing to review the material.

\*In-service agendas and sign-in sheets are maintained by the Principal. Individual training certificates are maintained in personnel records. The school Superintendent monitors and keeps records for teacher certification and provides reminders to staff as certificate renewals are coming due.

c. How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)]

When areas of improvement or modifications are necessary. The superintendent will consult with the Principal and any parties that may be needed to oversee the adjustments to be implemented. Discussion over the needs and any documentation are discussed at that time.

d. The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)]

Our PEIMS coordinator oversees our migrant, homeless, at-risk, and economically disadvantaged classifications of students and embedded programs. They receive yearly training and provide support and updates for our teachers and staff as it becomes necessary. Administration and teachers are made aware of any current or future issues that may disrupt the educational opportunities or environment for our students. We have counselors on staff to provide support and guidance as needs arise.

Students with special needs are often living in homes of poverty. We meet these needs with individualized assessments as teachers see gaps or challenges beyond their peers. If testing results in SpEd or 504 placements, we meet as ARD or 504 committees to review the results of the testing and to provide IEPs or classroom and testing accommodations to meet the students needs. For students who do not qualify in these areas but need additional areas of support we provide content mastery, in-class paraprofessionals and programs to help close learning gaps and support student's needs.

The following records provide documentation for our student's needs: HB4545 / HB 1416: Accelerated Learning: Time sheets and objectives maintained by the Principal RTI Committee and decision making records: Maintained by the Principal

ARD / 504 Committee Documentation: Maintained by our SpEd teacher and / or 504 coordinator LPAC Meetings: Documents and sign-in sheets maintained by our LPAC Coordinator In-class Paraprofessional Support: Documentation kept by our paraprofessionals Content Mastery: Records kept by our SpEd teacher and / or 504 coordinator

e. The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)]

There are no local institutions for neglected or delinquent children or community programs in our district.

f. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)]

We have no students at this time, but when we do, we make sure they have all the food they need, school supplies and meet any transportation needs. WE provide them with any doctor's visits and funding if needed.

g. The strategy the LEA will use to implement effective parent and family engagement under Section 1116; [Section 1112(b)(7)]

The school hosts two meetings in the Fall and Spring to review and discuss the benefits students receive through ongoing dialog and establishing a line of communication between home and school.

#### **Parent Involvement Policy**

Silverton I.S.D. 2023-2024 \* Translation is available upon request / \* La traducción está disponible a pedido

#### **Statement of Purpose:**

Silverton I.S.D. is dedicated to providing a quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all members of the population. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for everyone involved.

All students will be expected to work toward mastering these objectives. Our district recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available to all students through the Title I program and various other educational services offered through the district.

Silverton I.S.D. intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home-school partnership.

#### **Parent Involvement in Developing the Policy**

An advisory committee comprised of parents, members of the community, teachers, and the principal will meet to discuss the design and implementation of the Parental Involvement Policy.



Silverton I.S.D. will actively recruit volunteers for the advisory committee through various avenues of publicity. Committee selections will produce a diverse parent population that will include all student groups serviced by the district.

Meetings will be planned at convenient times and location for all concerned parties.

#### Annual Meeting for Title I Parents

Silverton I.S.D. will hold one meeting for parents during each school year. Parents will be informed of new Title I guidelines and the variations from the previous year's program. Copies of the district's current Parent Involvement Policy will be distributed. Parents will be encouraged to become involved in revisiting and updating the Policy as necessary. Volunteers will be recruited for the district-wide and campus advisory committees.

The meeting will be held at a convenient time and location. Language translation, transportation, and childcare will be provided to ensure parent participation and attendance. Written policies and telephone calls will be directed at attracting as many parents as possible.

#### **School-Parent Compacts**

In accordance with Title I regulations, each school must develop a parent-student compact with the parents of students in the program. This compact will enable the school and parents to share the responsibility for student performance and success.

The compact must explain how students, parents, and staff will share responsibility for promoting student achievement. Members of the school's Advisory Committee will be consulted in the design and implementation of the compact.

All parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students accomplish their goals.

Parent/student signature will not be required; however, parents are encouraged to discuss the contents of the compact with their student.

#### Types of Parent Involvement

The school will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Parents may contribute through volunteer programs at school as well as creating a supportive home atmosphere. The community may participate through an array of activities that promote student success.

The school and each family will develop and maintain parental involvement activities best suited to meet the individual needs of everyone involved.

#### Matching Programs to the Needs of Our Community

The community will be consulted in the design, development, and implementation of the Title I program. Parent and student needs will be assessed through questionnaires and parental suggestions as well as a variety of other measures targeted at creating a successful school environment. Workshops and programs tailored to meet the unique student and parental needs of the community will be offered. Parents will be informed of involvement activities through the school offices. The district will welcome and promote parental suggestions.

#### Staff/Parent Community

Parents will be welcomed through various avenues of communication throughout the school year. Phone calls, conferences, personal contacts, and written notices will be utilized to establish and maintain an open line of communication.

Staff members will be trained in positive communication activities as well as effective ways to work with parents and community leaders.

#### Evaluation

The district Title I committee will review and evaluate all aspects of the parent involvement program. Parents will be questioned about the effectiveness of the program and offer suggestions for improvement.

The evaluation procedure will include assessment of successes in the Parent Involvement Policy as well as recommendations for improvement in emergent areas.

The district will revisit its Parent Involvement Policy based on the results of this annual review.

The district Title I committee met and approved the Parent Compact and the Parent Involvement Policy for the 2023-2024 school year. The district Title I committee members and student representatives who met on May 8th and 9th of 2023 were: Kari Patton, Kristin Gordon, Brandi Ziegler, Shana Strange, Misty Garvin, Wynter Cato, Diana Mattheus, Norma Valdez, Michelle Francis, Kori Land, Ciara Patino, Colleen Reed, Isabel Colunga, Nancy Young, Bristol Gordon, Jaxon Gordon, Eli Gordon, and Michael Hayes

h. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)] 7 SAS# ESSAAA22 2021-2022 ESSA Consolidated Federal Grant Application

Silverton ISD does not have an early childhood education program. SISD offers full-day Pre-K for 4 year olds at no expense to participants.

i. How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)]

The administration and teachers regularly review students in need of support and more intensified levels of intervention through the use of RTI supports, in-class paraprofessional assistance. In years where Silverton School has been identified as having a gap of learning in a grade level or demographic upon state testing, administration and teachers in targeted grade levels and subjects attend training at Region 16 to receive guidance and implantation strategies to meet student's needs.

j. How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]—

1) Coordination with institutions of higher education, employers, and other local partners; and Administration and our school counselor meet with students and provide input from parents on areas of interest that would help them prepare for post-secondary opportunities. Students are provided the TSI, ACT and ASVAB. Our 8<sup>th</sup> graders are

required to attend a College and Career class to research and develop skills that coincide with our Programs of Study.

In the Spring our Junior High and High School attend a Career Day to hear from local and area business professionals. Juniors and Seniors take several trips in the year to area colleges and universities and we often have college recruiters on campus to visit with our students.

2) Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Our school counselor visits with our students early in the year and provides multiple opportunities to take the TSI to be eligible for dual credit courses provided by Clarendon College. We make availability in student schedules to have guidance from teachers who can provide support for our students who are taking on these additional responsibilities.

k. How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students; [Section 1112(b)(11)]

We do not have a lot of discipline aspects in comparison to many schools today. Many of our discipline issues revolve around being tardy for class, attendance violations, use of cell phones, failure to complete work or meet classroom expectations. We may have an occasional fight.

l. If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]-

1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and

Response to 1 & 2 above: We work closely with students, staff, and Region 16 to seek out Programs of Study that fit the needs of our students and community. Through these ongoing conversations we provide end of year surveys to our stake-holders to determine what may be needed or changed in the way of course offerings and IBCs. We are a community rooted in agriculture and many of our students naturally seek out these areas in a large percentage.

Students over the past several years have been involved with the Ogallala Commons Internship programs receiving paid internships within our community. Students in Junior High and High School have many opportunities to work on family and community ranches and farms during the Summer and harvest and planting seasons throughout the year.

m. Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]—

1) Assist schools in identifying and serving gifted and talented students; and  
We utilize teacher and parent feedback to identify GT students. Potential students are given assessments to determine qualification and areas of giftedness. Once in the program, students will be involved in Gifted and Talented projects through pull-out programs and in some cases, teacher provided work to meet the needs of their individual students.

2) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.  
Students have access anytime to visit our school library and to make recommendations on books and resources they would like to have available. Teacher's also work closely with our Librarian to identify needs of their students.

# 2024-2025

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

## Region 16 Migrant SSA



# Region 16 Migrant SSA



## Migrant Section for DIP

2024-2025

**2024-2025 Region 16 Migrant SSA Member District Migrant Education Plan**

**GOAL: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet**

**OBJECTIVE: All identified Migrant students will receive services according to high priority.**

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
<b>PS3101 Title I, Part C ESSA Consolidated Federal Grant Application</b>								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS &amp; MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNAAC	LNA Tooldit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
<b>ESSA Provisions and Assurances</b>								
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Counselor		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____

**2024-2025 Region 16 Migrant SSA Member District Migrant Education Plan**

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
<b>Service Delivery Plan Goals 1-4</b>								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Counselor, Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4,SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Specialist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Specialist, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities-- When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____



The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

# Region 16 Migrant SSA



## Priority for Services Action Plan

# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students 2024-2025

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new ECOEs/COEs as needed. Share copies of ECOEs/COEs with appropriate entities.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
F. Recruiter completes ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of ECOEs/COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all ECOEs/COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOEs/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

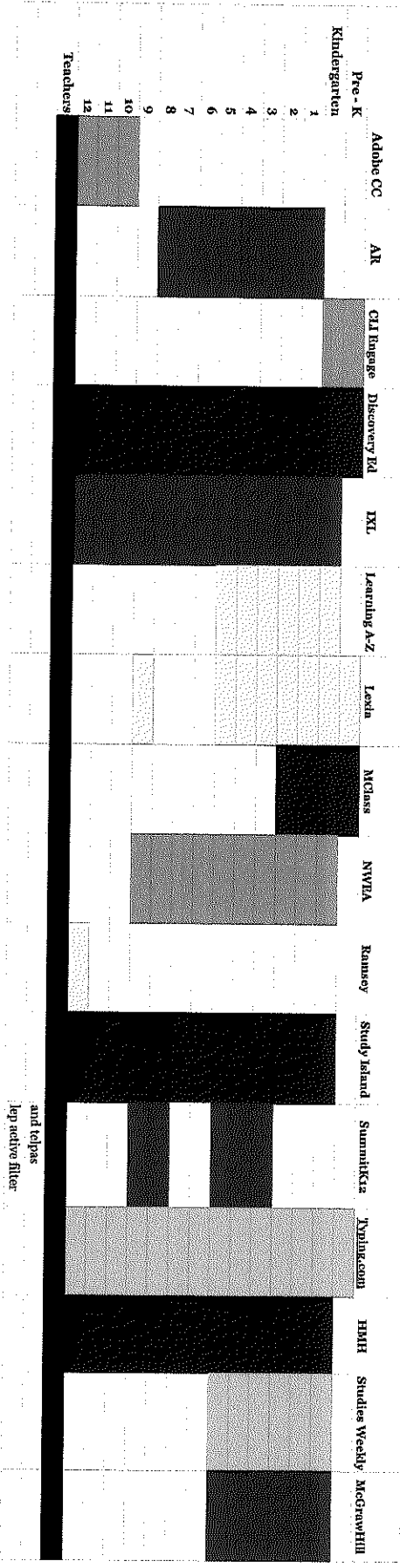
## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	ECOEs/COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File ECOEs/COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

# Silverton Programs by Grade



and helps  
keep active filter

Programs
SummitK12
CareerCraft
ESPED
DMAC
School Messenger
Clever
McGraw Hill
Study Island
Studies Weekly
NWEA
Classworks
Discovery Ed
IXL
Learning A-Z
Ramsey
HMH
Think Central
Savas
<u>Typing.com</u>
Mclass Amplify
Lexia
CLI Engage
Renaissance AR
Adobe Suite
whoos reading