

EARLY INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2011 – 2012

Brett Koch, Superintendent

Sherry Clark, Assistant Superintendent

Early ISD
District Improvement Plan
2011-2012

Date of School Board Approval: December 12, 2011

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Mission Statement

It is the belief of the Early Independent School District that all students can learn and that our schools can make a positive difference in the lives of our students. Our mission is to provide an environment for individual growth and development of the whole child and to prepare our students to make a positive influence in the dynamic, changing world of our future.

The Early Independent School District will maintain an instructional program which provides opportunities for increased student learning and performance, promotes social and emotional growth, and improves citizenship competencies regardless of students' socioeconomic status, family background, race, gender, or prior academic performance.

The Early Independent School District exists for the purpose of making a positive difference in the lives of our students and we share the responsibility of education with students, parents, and the community.

District Improvement Team 2011-2012

Elected Professional Classroom Teachers: (indicates years remaining on District Improvement Team including this year)

Mary Cenicerros (2)	Shirley Glenn (2)	Lori Beck (1)	Chad Burleson (1)
Brittany Dunlap (1)	Debbie Hagood (1)	Sheryl Carothers (2)	Savanna Courtright (2)
Amber Kennedy (1)	Peggy Morales (2)	Bobbie Fawcett (2)	Tami Hull (1)
Jason McKibben (2)	Keith Taylor (1)	Kerri Jacobson (1)	Valarie Shreves (2)

Campus-Level and District-Level Professional Staff:

Brett Koch, Superintendent	Sherry Clark Assistant Superintendent	Brad Bowden, Athletic Director	Johnnie Sue Lancaster, Director of Special Education
Reca Godfrey, HS Counselor	Kim Horton, MS Counselor	Sharon Watson ES Counselor	Judy Day PS Counselor

Parents:

Jan Guest
David Mercer

Community:

Beverly Hohertz
Joy Ivy

Business:

Wanda Furgason
Chanda Moseley

Comprehensive Needs Assessment Process

DOCUMENTATION OF NEEDS ASSESSMENT: A comprehensive needs assessment was conducted by the district improvement planning committee for 2011-2012. The following sources were analyzed:

- TAKS Summary Report – Test Performance
- Parent Surveys for communications, interests
- Academic Excellence Indicator system (AEIS)
- Adequate Yearly Progress Report
- State Compensatory Education Eligibility Criteria – EISD Summary
- EISD Federal, State, and Local Funding Sources
- TEA 2011 Accountability Manual: 2011 District Accountability Summary
- TEA 2011 Accountability Manual: Gold Performance Acknowledgements
- 2009,2010, 2011 NCLB Highly Qualified Teacher Reports
- TELPAS results 2009, 2010
- Dual credit completions 2009, 2010
- District Certification Records
- Professional Development Records
- SDFSC Annual Report
- Benchmark schedules
- Technology integrated into lesson plans
- TPRI schedules
- Technology budget
- Technology Acceptable Use policies for students, employees, guests
- Early ISD Technology Plans 2007-2010/2010-2013
- Community resources
- Parent Teacher Club agendas, minutes, signature pages
- Volunteer records at Primary and Elementary
- Open House attendance for every campus
- Texas Success Initiative 2007, 2008, 2009, 2010
- Attendance by ethnicity, gender, special populations
- Enrollment by grade, ethnicity, special programs
- Disaggregation of student data 2008-2009, 2009-2010, 2010-2011
- Graduates, dropouts, at-risk data
- Staff demographics, teacher/student ratios, mobility/stability rates
- Class/campus schedules, duty rosters
- Class size information
- Teacher stability rates and turnover rates from 2007, 2008, 2009, 2010
- Student handbooks, Employee handbooks
- Minutes from Superintendent’s Advisory Council
- iPad Use Guidelines
- SHAC agendas and signature sheets
- Parent signatures sheets—Beginning of Year at EMS, EPS, EES, EHS
- SAT/ACT results 2007, 2008, 2009, 2010
- Retention rates 2007, 2008, 2009, 201
- Primary’s end-of-year report

- Homeless populations
- At-Risk data
- Student extracurricular participation
- FOCUS group's minutes
- Teacher Recruitment/Retention Strategies
- RTI process/procedures/student progress

The Early ISD Improvement Planning Committee met on May 25, 2011 and October 5, 2011 for the purpose of updating the Early I.S.D.'s comprehensive needs assessment which addresses the district's demographics; district student performance on the academic excellence indicators system and other appropriate measures of performance; district culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; district organization; and technology. Disaggregation of data by all student groups served by the district, including categories of ethnicity, socioeconomic status, gender, and populations served by special programs and special education programs indicated that the needs of the economically disadvantaged and at-risk students were priorities through all ethnic groups. Examination of procedures indicated that structure is in place to facilitate district and campus management, evaluation, and academic growth for all students. All of Early ISD's teachers and paraprofessionals are Highly Qualified and the retention rate is **85.9%**. While the family and community involvement rate is extremely high, there is a need to reach and include uninvolved parents. With six full-time technology employees in the district and thousands of dollars expended for technology, there is a need to improve the technology infrastructure to consistently support the hardware and software as well as to keep current with technological advances for educational growth. Technology benchmarks will provide data for needs assessment.

On November 2, 2011 the Superintendent with the assistance of the district-level committee developed, reviewed and revised the measurable district plan goals, objectives, strategies/activities, funding sources and timelines in accordance with District policy (GNC, BQ, and BQA). According to the accountability data from the Texas Education Agency, Early Independent School District is ranked **RECOGNIZED**. According to the TEA District Accountability Data Tables, the following scores were achieved by students in grade levels 3-11 on the TAKS during **2010-2011**:

:

Academic Excellence Indicator System Data

STUDENT GROUPS	READING		WRITING		SOCIAL STUDIES		MATH		SCIENCE	
	Standard	Commended	Standard	Commended	Standard	Commended	Standard	Commended	Standard	Commended
ALL STUDENTS	95	39	93	42	98	60	94	35	92	43
AFRICAN AMERICAN	100	63	67	N/A	100	N/A	88	25	100	60
HISPANIC	93	34	96	41	100	59	90	25	85	39
WHITE	95	40	92	43	98	60	95	37	93	43
ECONOMIC DISADVANTAGED	93	31	89	28	98	52	91	21	88	36

Comprehensive Needs Assessment (Summary of Findings)

PROCESS:

After analyzing the data, the committee agreed to focus on increasing scores in specific subgroup categories (Hispanic, African-American, At-Risk, Economically Disadvantaged, and Special Education) in order to receive **Exemplary status and to meet AYP**. The sub-groups were recognized as needing to increase scores. **The Hispanic (85% in science to 95% desired target), African-American (67% in writing to 95% desired target) and Economically Disadvantaged (89% in writing and 88% in science to 95% desired target) students are the focus for improvement. The commended rates in math for African American, Hispanic, and Economically Disadvantaged students are also targeted. EISD's completion rate continues to be a target.**

ACTION PLAN (Details follow in the District Action Plan.):

- Teachers will teach all TEKS, **including technology TEKS**, during the school year incorporating research-based instructional designs and delivery.
- All tested **state assessment** objectives will be taught before scheduled **state assessment** testing dates.
- Structured tutoring will be offered daily to re-teach concepts not mastered by students.
- Teachers will differentiate instructional approaches with students having difficulties.
- Teachers who administered the **state assessments** will access disaggregated Eduphoria Aware! reports for their subject areas.
- Data will be used to plan instructional design and delivery.
- Emphasis will focus on improvement in all mathematics and science classes.
- District staff development will continue to focus on analyzing and organizing assessment results.

- The core curriculum areas will continue to develop and refine their scope and sequence utilizing the research and tools developed by Margaret Kilgo.
- Districtwide benchmarks (including technology benchmarks) will be administered to all students.
- A FOCUS group will continue to research successful strategies to assist lower achieving students and student groups so that they will be successful learners and will be motivated by success to complete high school as well as to engage all families.
- A technology focus group will continue to develop a plan for increasing the district's technology infrastructure and staying current with new technological developments that are intended to improve our students' performance and motivation to complete high school. The group will also research technology benchmark assessments that are available for K-12.

State Compensatory Education

State of Texas Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten-grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk)
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education Program Evaluation/Needs Assessment Early I.S.D.

TAKS	Math			Reading/ELA			Science			Social Studies		
	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 9												
Students At-Risk	63	60	88	94	96	82	X	X	X	X	X	X
Students Not At-Risk	95	99	95	100	100	96	X	X	X	X	X	X
Grade 10												
Students At-Risk	65	67	53	93	96	88	69	42	53	92	96	76
Students Not At-Risk	84	95	87	98	98	97	87	91	87	95	98	95
Grade 11												
Students At-Risk	84	90	83	92	100	>99	68	97	78	95	100	78
Students Not At-Risk	100	98	91	100	98	99	98	98	92	100	100	92

TAKS	Math			Reading/ELA			Science			Social Studies		
	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 6												
Students At-Risk	92	88	91	92	59	59	X	X	X	X	X	X
Students Not At-Risk	98	98	97	97	97	86	X	X	X	X	X	X
Grade 7												
Students At-Risk	85	68	80	90	76	87	X	X	X	X	X	X
Students Not At-Risk	96	99	93	98	100	96	X	X	X	X	X	X
Grade 8												
Students At-Risk	78	83	76	96	92	80	62	67	71	99	100	100
Students Not At-Risk	91	98	94	98	98	95	89	98	93	99	100	100

TAKS	Math			Reading/ELA			Science			Writing		
	% Met Standard			% Met Standard			% Met Standard			% Met Standard		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 5												
Students At-Risk	78	83	75	84	83	88	82	100	83	X	X	X
Students Not At-Risk	94	94	91	95	100	96	91	95	95	X	X	X
Grade 4												
Students At-Risk	80	88	82	78	83	73	X	X	X	89	94	68
Students Not At-Risk	88	92	95	90	92	92	X	X	X	96	94	90
Grade 3												
Students At-Risk	97	73	89	99	98	89	X	X	X	X	X	X
Students Not At-Risk	98	97	93	99	100	95	X	X	X	X	X	X

	Drop Out Data		Completion I Data	
	2008-2009	2009-2010	2009	2010
All students 9-12				
Overall percentages	1.5%	0.5%	91.9%	97.2%

District Goals and Objectives

2011-2015

FACILITIES

GOAL #1: EISD is committed to providing and maintaining safe, secure, state of the art facilities conducive to learning at the highest level possible for students, faculty, and community by 2015.

Objective: #1: The district will increase safety practices for a safer and more orderly school environment.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all *students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by 2015.

Objective #1: : Maintain or increase all students' performance on the mathematics, science, reading, writing and social studies STAAR/TAKS and TELPAS tests to at least a 95% passing rate.

Objective #2: All students will be taught by highly qualified teachers.

Objective #3: Continue to increase the ADA percentage of student attendance at all campuses and for all subgroups to at least 97%.

Objective #4: 100% of EISD students will be provided with prevention, training and intervention education on dating violence, bullying, harassment, the dangers of drug and alcohol use, and suicide prevention.

Objective #5: EISD students will strive to attain a completion rate of 100% and dropout rate of 0.00%.

Objective #6: Each campus will provide students with information they need to make informed decisions concerning careers and post-secondary education.

Objective #7: The EISD will strive to decrease the identification of special education students from 8.5% as reported on the PBMAS.

Objective #8: All students will receive instruction that includes integration of the Technology Applications TEKS.

**White, Hispanic, African American, Economically Disadvantages, Migrant, Male, Female, Limited English Proficient, Special Education, Bilingual/ESL, G/T, etc.*

COMMUNICATIONS

GOAL #3: Through a collaborative effort EISD will integrate various means of communication involving, recognizing, and cultivating relationships with parents and community that will foster a positive learning environment by 2015.

Objective: The District will strive to have at least ninety-five percent (95%) of the parents/guardians participate in his or her child's education.

FINANCE

GOAL #4: EISD is committed to the responsible management of all district resources and finances through good stewardship by 2015.

Objective: The District will strive to maintain a "Superior" rating on TEA's School First Report Card.

District Action Plan

(Goals, Objectives, and Strategies)

FACILITIES

GOAL #1: EISD is committed to providing and maintaining safe, secure, state of the art facilities conducive to learning at the highest level possible for students, faculty, and community by **2015**.

Objective #1: The district will increase safety practices for a safer and more orderly school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to update the EISD Emergency Operations Plan that will serve to prevent school violence.	Superintendent EOP Committee	May 2012	TEA Local Law Enforcement ESC XV TASB	Updated EOP
The EISD administration and each staff will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations.	Superintendent Principals	Sept. 2011-May 2012	Law Enforcement Officers Emergency Operation Plan	ATEAM meeting notes Campus discipline records
Staff and students will participate in practice drills on how to react during certain crisis situations (i.e. tornados, fire, lockdowns, etc).	Superintendent Principals	Scheduled on each campus	Lesson Plans Documented Drills	Campus Reports

Facilities will be monitored to decrease opportunities of entrance by unauthorized people.	Superintendent Administrators Director of Maintenance	Aug. 2011-May 2012	Emergency Operation Plan	Self-evaluations Work Orders Observations
Faculty and staff will have an opportunity to become certified in CPR, AED and first aid training.	Principals Nurse	Summer 2011 August 8, 2011	CPR Training Manual First Aid Training ZOLL AED Cardiac Science School Nurse	Training Sign-in Sheets Certification ID Cards
All staff will attend an awareness training on blood borne pathogens, asthma and epilepsy.	EISD Nurses	Aug. 15, 2011	TX Dept of Health approved DVD	District Staff Dev. Agenda Sign-in sheets
Additional cameras for campus security will be purchased and installed.	Superintendent Principals	May 2012	Monitoring of security needs	Cameras located throughout campuses
All visitors will be requested to sign-in and wear a "Guest Badge" when entering campus facilities.	Principals Secretaries	Every day	Visitor Badges	Sign in sheets Observations
Each campus will practice bus emergency evacuation procedures	Campus Principal	September 2011	School bus	Form signed and returned to Superintendent from each campus
The district will provide support for safe zones of passage activities on all campuses.	Superintendent	Aug. 2011-May 2012	Local Funds	Climate and Safety survey results

Summative: The Annual Student Expulsion Gun-Free Schools Report will continue to indicate zero (0) incidents of aggressive or violent incidents in the district.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all *students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by **2015**.

Objective #1: Maintain or increase all students’ performance on the mathematics, science, reading, writing and social studies STAAR/TAKS and TELPAS tests to at least a 95% passing rate.

*White, Hispanic, African American, Economically Disadvantages, Migrant, Male, Female, Limited English Proficient, Special Education, Bilingual/ESL, G/T, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Every student who does not meet minimum expectations in his or her academically appropriate Reading, Language Arts, and Math TEKS (K-8th) will have the opportunity to participate in tutorials and/or summer school as appropriate.	Superintendent Asst. Supt. Principals	Jan. 2012-June 2012	General Budget	Number of students attending tutorials
All core teachers will continue to input their TEKS resources, vocabulary words and indicate when TEKS were taught into their Kilgo Scope and Sequence template.	Core Teachers	Aug. 2011-May 2012	Classroom Resources & Kilgo Notebooks	Kilgo EXCEL templates for Scope & Sequence Grade-level/subject mtgs.

<p>Early High School will offer (4x4) math, science, social studies & ELA classes as addressed in <i>Education Code 28.0021; 19 TAC 74.34</i>.</p> <p><i>The 2012 graduates are required to have 26 credits to graduate on the recommended plan.</i></p>	<p>Superintendent Asst. Supt. HS Principal</p>	<p>August 2011-May 2012</p>	<p>General Budget</p>	<p>HS Schedule</p>
<p>Teachers will teach all grade level & subject area TEKS during the school year using research-based instructional designs and delivery.</p>	<p>Asst. Supt. Principals Teachers</p>	<p>Daily Lessons</p>	<p>Kilgo scope & sequence HS Allotment—Salaries \$71,459 HS Allotment—Staff Dev. \$1,000 HS Allotment— Supplies/Materials \$500 TEKS Lesson Plans</p>	<p>Lesson Plans TAKS/STAAR results</p>
<p>All tested TAKS/STAAR/TELPAS objectives will be taught before scheduled TAKS/STAAR/TELPAS testing dates.</p>	<p>Asst. Supt. Principals Teachers</p>	<p>Walk throughs Documented in Kilgo Scope/Seq.</p>	<p>Kilgo scope & sequence TEKS Lesson Plans</p>	<p>Margaret Kilgo Scope & Sequence Lesson Plans</p>
<p>Bring in Kilgo representative to work with K-12 core subject teachers to develop and maintain curriculum alignment.</p>	<p>Asst. Supt. Principals Core subject teachers</p>	<p>August 16-18, 2011</p>	<p>District professional development funds</p>	<p>Increased STAAR/TAKS/TELPAS scores</p>

Teachers, principals and administrators will receive intensive, research-based, focused professional development, including instructional technology, in order to address the learning needs of all students.	Superintendent Asst. Supt. Principals	Scheduled	Title II Part A - \$3,000 Professional Development ESC XV Local Workshops	Registration & sign-in sheets Testing Scores
An additional elementary teacher will be continued at the high school staff to lower student:teacher ratio in order to increase student achievement.	Superintendent Asst. Supt. HS Principals	Aug. 2011-May 2012	Title II Part A - \$32,839 Salaries	95% of elementary students pass the STAAR/TELPAS tests
As a result of quality staff development, all teachers will incorporate research-based instructional methodologies when presenting lessons to students.	Teachers Principals	Daily	Classroom Resources Effective strategies from staff development Lesson Plans	Observations Lesson Plans Teacher-made Tests
All core teachers in grades 3-Exit will develop and administer a minimum of 2 benchmark assessments each year.	Assistant Supt. Campus Principals	August 2011-May 2012 Campus benchmark calendars	Local funds	Benchmark assessment results submitted to Asst. Supt.

Provide educational opportunities for families to instill educational values in all with special focus on Hispanic and economically disadvantaged learners.	Supt. Asst. Supt. Principals Teachers	At least once during second semester	Teachers Guest speakers Child care Food	Increased participation by families as indicated by sign-in sheets
Continue FOCUS group to research and implement other successful districts' techniques for working effectively with Hispanic and low socioeconomic groups.	Supt. Asst. Supt. Principals FOCUS Group	Sept. 2011-May 2012	Local professional development funds	Documentation of research findings Improved test scores
Multiple opportunities for tutorials are available to all students throughout the day to assist students who are struggling in any class.	Supt. Asst. Supt. Principals Teachers	Monday evenings from 6:00-8:00 p.m. Sept. 2010-May 2011	Math curriculum and supplies Math teachers Local funds	More students will master math TEKS and pass math TAKS. Sign-in sheets Teacher records
EISD attendance clerks, secretaries, and counselors will receive current information to identify new and existing students that may be <u>homeless</u> (NCLB).	McKinney Vento Coordinator	Aug. 2011 & throughout the year	Homeless Information Identification Sheet PEIMS	Campus roster/PEIMS of homeless students
Attend McKinney-Vento professional development to ensure EISD staff are current with: identifying homeless children, EISD form distribution, and services for homeless children.	Homeless Coordinator	Sept. 2011	ESC XV Counselors	Training Dates New Forms Number of homeless students documented on PEIMS
Special needs of homeless students will be met by providing help and assistance so that each student can be academically successful.	McKinney Vento Coordinator Counselors	When Identified	District McKinney Vento funds: Title I Part A \$1,050 for supplies and fees Local Service Organizations	Student Report Cards TAKS Scores

A district-wide process will develop campus-level Response to Intervention Manuals so that the process will be consistent across the district.	Asst. Supt. Counselors Special Ed. Reps.	September 2011	Time Sample manuals	EISD campus Response to Intervention Manuals Improved student performance on STAAR/TAKS
Science teachers will continue to be supported with training, materials, and resources for the new state science TEKS.	ESC XV Principals	August 2011-May 2012	Training Campus professional development funds Instructional Materials Allotment Funds up to \$122,000 for district	Improved science STAAR/TAKS scores

<p>EISD will continue to be a member of the ESC XV Cooperative in order to provide current research-based instructional methods and strategies, to participate in top quality professional development, and to integrate technology into the instructional process.</p>	<p>Superintendent Asst. Supt. Business Mgr.</p>	<p>2011-2012</p>	<p>Title I, Part A - \$11,323 Instructional Services-\$9,549 (Gen. Fund) NetXV Services-\$9,006 (Gen.Fund) Lightspeed Content Filter \$4,900 (Gen. Fund) Instructional Resources (Media)-\$3,015(Gen.Fund) Data Processing-\$30,702 (Gen. Fund) WebCCAT-\$1,710 (Gen. Fund) Distance Learning Co-op \$2,500 (Gen. Fund) Eduphoria Objects Aware \$7,100 (Gen. Fund) Discovery Education -\$2,958 (Gen. Fund) Destiny Resources Co-op- \$3,474 (Gen. Fund) Title III: Ensuring High Academic Standards for Limited English Proficient SSA--entitlement</p>	<p>ESC XV Service Agreement Summary</p>
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Each campus and the District will use the AEIS Results, Adequate Yearly Progress Report (AYP), and many other sources to develop a Comprehensive Needs Assessment and campus plan so that areas of concern are addressed.	Principal Teachers Counselors	May 25, 2011-Nov. 2, 2011 and ongoing	AYP Data from TEA AEIS Report Additional data sources	Campus and District Comprehensive Needs Assessments
Parents will be given the necessary information to understand the State's performance standards and other local assessments of students' progress in a language and format they can understand.	Asst. Supt. Campus Principal Counselors	Aug. 2011-May 2011	<i>*Understanding the Confidential Student Report – A Guide for Parents</i>	Campus notes District website
Title I campuses will provide a School-Parent Compact that addresses parent support of students' learning and the importance of ongoing communication.	Campus Principals	Aug. 2011	Parent-School Compacts	Signed Parent-Compact letters returned to school
Teacher-parent (Grade Placement Committee) meetings are required for students who have not met the state assessment standards.	Principal, Counselor, & Classroom Teacher	Upon receipt of student results	Individualized student state assessment results	Documented teacher-parent conference/Grade Placement Committee meetings

Summative: All student groups will maintain or increase performance on the mathematics, science, reading, writing and social studies STAAR/TAKS and TELPAS tests to at least a 95% passing rate.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by 2015.

Objective #2: All students will be taught by highly qualified teachers.

Activity/Strategy	Person(s)	Timeline	Resources	Formative Evaluation
Highly Qualified compensatory teachers and instructional aides will provide accelerated instruction to students who meet the State of Texas and <i>EARLY ISD</i> Student Eligibility Criteria.	Superintendent Asst. Supt. Principals	Aug. 2011-May 2012	State Compensatory Ed. Salaries \$255,720 5.34 FTEs Supplies & Materials \$300	Student TPRI/STAAR/TAKS results
ELLs will receive services and support by highly qualified and certified ESL teachers as well as the general education teachers.	ESL Teacher Classroom teachers	Aug. 2011-May 2012	Bilingual/ESL Salaries \$49,460 Professional Development \$500 Supplies & Materials \$670	Student roster Training documentation Teacher's Lesson Plans
Students identified as gifted & talented will receive services and support by highly qualified and certified gifted & talented teacher(s).	K-8 LIFT Teacher 9-12 G/T & AP Teachers	Aug. 2011-May 2012	Gifted & Talented Salaries \$50,199 Supplies & Materials \$770 Professional Development \$1120 Local resources	Student roster
Assist teachers in becoming ESL certified and/or G/T certified.	Asst. Supt. Principals	Jan. 2011-May 2012	Region 15 Service Center	Improved student assessment scores
Highly qualified Title I, Part A, teachers and instructional aides will ensure that all children meet the State student performance standards.	Asst. Supt. Principals	Aug. 2011-May 2012	Title I, Part A Salaries \$171,995 Supplies & Materials \$3,451 Professional Dev. \$800	Passing rate of all students on state assessment
To increase teacher retention, EISD will continue to consider adding steps to the employee pay scale.	Superintendent	Aug. 2011-May 2012	Available funding	Pay scale with additional steps

Employees will be trained to address maltreatment (defined as abuse and neglect) of children in addition to the existing requirement to address child sexual abuse.	Asst. Supt. Principals	Fall 2012	CPS representative(s)	Improved well-being of students Increased assessment scores
All PK-8 th grade instructional aides will meet the NCLB Paraprofessional requirements.	Superintendent Asst. Supt. Principals	Fall 2011	Paraprofessionals' credentials according to NCLB criteria	Paraprofessionals have documented: <ul style="list-style-type: none"> • Associate Degree or higher; • Passed a Rigorous State/Local Assessment, or • Completed 48 hrs. of Higher Ed. studies.
Beginning EISD teachers will be assigned an EISD mentor.	Asst. Supt. Principals	Aug. 2011	Mentee:Mentor Assignment sheet	End-of-Year New Teacher Survey
All EISD teachers will meet the NCLB qualifications for Highly Qualified & SBEC certification.	Superintendent Asst. Supt.	September 15, 2011	SBEC Certification & NCLB HQT QUALIFICATIONS Educator Job Funds \$227,081 ESC 15 Ed. Jobs Fund mgmt.. \$500 (Gen. Fund)	TEA's NCLB Report EISD Budget
All dyslexia teachers will be trained in MTA (Multisensory Teaching Approach).	Asst. Supt. Dyslexia teachers Principals	By May 2012	Region XV-Certified Academic Language Therapist; Dyslexia Assessment Specialist	Dyslexia teachers complete 42 hours of MTA training.

All teachers will demonstrate technology proficiency as outlined by SBEC Technology Applications Standards for All Teachers.	Superintendent Asst. Supt. Principals Instructional Tech Director	January 3, 2012	Local Summer Workshops ESC Workshops Local technology focus group Star Chart	Teacher technology benchmark Student technology rubrics/benchmarks
Vocational Ed. Teachers will receive staff development. Students will gain skills as a result of the training.	Principal VOED/CATE Teachers	June 2011-July 2012	VOED/CATE funds \$28,400 professional development	Registration & certificates of completion Demonstration of students' skills
Professional development programs will be provided to teachers, faculty, administrators, and counselors who are involved in integrated CTE programs.	Reg. XV SSA Principal	Sept. 2011-June 2012	Shared Services Division of Reg. XV -Carl Perkins Grant	Complete Carl Perkins final evaluation at end of grant period
Continued evaluation of professional development opportunities will determine impact on student performance.	Principals Asst. Supt.	Aug. 2011-July 2012	Workshops Conferences	Completed certifications Improved student assessment scores
There is a prioritized need to select Highly Qualified applicants to diversify staff, especially in the areas of ethnic diversity and increased male staff representation at the Primary and Elementary campuses.	Principals Asst. Supt.	Aug. 2011-Aug. 2012	SBEC Certifications Highly Qualified status	Hiring records

Summative: All students will be taught by highly qualified and certified teachers as reported on the 2011-2012 NCLB Highly Qualified Report.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by **2015**.

Objective #3: Continue to increase the ADA percentage of student attendance at all campuses and for all subgroups to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
EISD will receive TEA's Gold Performance Acknowledgement for attendance rate.	Superintendent	November 2011	TEA's AYP	EISD will achieve >96% attendance rate in all student groups
Excessive student absences will be monitored and investigated.	Principals Attendance Committee	When a student has 3/5 unexcused absences	Telephone Postage Home Visits	Telephone logs Daily Attendance Parent Notes PEIMS Data
EISD students will be screened according to state guidelines: +Students in grades PK-5 and seventh will be screened for vision and hearing. +Students in grades 6 & 9 will be screened for scoliosis. +All students will be screened for acanthosis nigricans.	EISD Nurses	May 2012	EISD Nurses Lions International Texas Department of Health Requirements	Formative Report submitted to Texas Department of Health
EISD Registered Nurses (RN) will maintain current license/certification.	EISD Nurses	Every 2-years	ESC XV, Scott & White Hospital Texas School Nurses Conference	License current with Texas Board of Nurses
Each campus will continue to aggressively track, focus and re-direct students classified as "leavers".	Principals PEIMS Clerks Counselors	Each six weeks	PEIMS Leavers Guide	Daily Attendance Six Weeks ADA

Each campus will work to encourage truant or potentially truant/dropout students to attend school regularly.	Principal Dean of Students	As needed	Principals Dean of Students Counselor	Attendance Rate Drop-Out Rate Completion Rate
Annual Immunization Report will be submitted to the TX Department of Health.	EISD Nurses	December 2011	Student Shot Records TX Department of Health	TX Department of Health Report submitted
EISD staff will have the opportunity to receive flu shots in the district at a discounted cost.	EISD Nurses	October 2011	Local Medical Facility	Fewer cases of flu reported in comparison to previous years. Low teacher absenteeism
The district will continue to implement the dating violence policy.	Superintendent	Aug. 2011-May 2012	TASB www.txssc.txstate.edu/health/teendating.org	Board Policy Approved

Summative: The district's ADA percentage of student attendance for all subgroups will be 97% or more.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by **2015**.

Objective #4: 100% of EISD students will be provided with prevention, training and intervention education on dating violence, violence prevention, bullying, harassment, the dangers of drug and alcohol use, and suicide prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All students in grades K-12 will receive training in drug prevention education.	Superintendent Principal Counselor	Aug. 2011-May 2012	Drug Edu. Curriculum Counseling Curriculum Local funds Local police officers	Number of Referrals Drug Testing Surveys
The Drug Dog Program will be utilized at High School and Middle School on a random basis in order to deter the number of drug-related incidences.	Superintendent Drug Dog Company Principals	Unscheduled visits at least six times per year.	Drug Dog and Trainer \$600	Discipline Referrals Drug Testing Student Surveys
Implement Rachel's Challenge for PK-5 students to increase kindness and compassion and decrease bullying and harassment.	Principals Counselors Teachers	October 2011-May 2013	Parent Teacher Club funds: \$3550	Discipline Referrals Student Surveys Chains of Kindness

<p>The district will support a comprehensive drug use prevention and violence prevention program that: (1) prevents violence in and around schools; (2) prevents illegal use of alcohol, tobacco, and drugs; (3) involves parents and community members; and (4) coordinates with related Federal, State and community efforts and resources to foster safe and drug-free schools and communities as required by the Principles of Effectiveness.</p>	<p>Asst. Supt. Principals Counselors</p>	<p>August 2011 Oct. 2011 March 2011</p>	<p>Federal, State, & Local agencies EnviroMedia-Tobacco Is Foul (Reg XV-Grant)</p>	<p>Community Forum</p>
<p>Counselors will attend staff development that will prepare them for working with students in the area of drug, suicide, and violence prevention.</p>	<p>Superintendent Asst Supt. Counselors Principals</p>	<p>Fall Guidance Conference</p>	<p>ESC XV Training Fall Guidance Conference</p>	<p>Counselors' Certificates of attendance Observations</p>
<p>To improve students' health and fitness, the Fitnessgram curriculum will be integrated into the P.E. Curriculum.</p>	<p>P.E. teachers</p>	<p>Oct. 2011</p>	<p>Fitnessgram Curriculum Equipment from Human Kinetics Volunteers Computer software</p>	<p>Fitnessgram evaluation of each individual student's performance of each required skill.</p>

<p>Counselors provide awareness training and strategies to assist educators in identifying and proactively responding to bullying and harassment.</p>	<p>Asst. Supt. Counselors</p>	<p>Summer 2011</p>	<p>Bully Alert! "Beginning of a Hero"</p>	<p>Fewer student complaints and discipline referrals concerning the topic of bullying & harassment.</p>
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<p>Early I.S.D.'s School Health Advisory Council will assist EISD in implementing a coordinated school health program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes in all students. The program provides for coordinating health education, physical education and physical activity, nutrition services, and parental involvement.</p>	<p>Superintendent Assistant Superintendent SHAC officers and members</p>	<p>Sept. 2011-May 2012</p>	<p>TEA Education Service Center XV Distance learning modules aired each semester</p>	<p>Board Policy Approved</p>
<p>CATCH is the state-provided coordinated School Health Program which addresses health education, physical education and physical activity, nutrition services, and parental involvement.</p>	<p>P.E. teachers Asst. Supt. Parents</p>	<p>September 2011-May 2012</p>	<p>CATCH curriculum Professional development</p>	<p>Fitnessgram evaluation of each individual student's performance of each required skill .Improvement will be demonstrated.</p>
<p>Students will receive information on cyberbullying and cyberharrassment.</p>	<p>Superintendent Asst. Supt. Counselors Principals Teachers Instr. Tech. Dir.</p>	<p>Ongoing</p>	<p>i-SAFE curriculum Parent Awareness sessions ESC XV Training</p>	<p>Lesson Plans Observations</p>

K-12 students will participate in Red Ribbon Week activities which include: <ul style="list-style-type: none"> • Drug Free Pep Rally • Guest Speakers • Special observances each day • Decorating banners with anti-drug/alcohol/violence messages • Special Classroom activities 	Principals Counselors	October 2011	HS-PALS EHS Cheerleaders Guest Speakers EHS Band EHS Drill Team Athletes	Students will be able to explain the dangers of drug/alcohol use and substance abuse.
HS and MS students will participate in an anonymous alcohol & drug survey.	Counselors	April/May 2012	TX A&M Survey \$400 (Gen. Funds)	Survey results published by Texas A&M
9 th Grade students learn age appropriate information on topics related to bullying, dating violence and violence prevention.	HS Counselor	Scheduled into HS Health Classes	Paul Morgan, TABC Officer HS Health Classes	Student Attendance Records
EHS students will attend EHS Mental Health & Wellness Fair.	HS Counselor Principal	November 22, 2011	Brownwood Regional Hospital Family Services	Student Attendance Records
All EISD students who are involved in extracurricular activities will be randomly drug tested.	Supt. Principals Counselors Athletic Director	August 2011-May 2012	Drug Company hired by the district Local funds \$4,500	Drug testing results

Summative: Student & parent surveys will indicate the district's successfulness and effectiveness of the activities and programs.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by 2015.

Objective #5: EISD students will maintain or attain a completion rate of 95% and decrease the dropout rate to less than .2%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Students will be identified as at-risk using the State Compensatory Education criteria.	Asst. Supt. Principals Counselors	Sept.-Oct., 2011	Student Folders SCE Criteria (13) At-risk Lists	RSCCC /PEIMS
TAKS data will be disaggregated using the Eduphoria Aware! computer program and the information will be given to teachers so that they can plan lessons and accelerate the needs for specific students.	Principals Counselors Teachers	Aug. 2011-May 2012 Tutoring: Daily	Eduphoria Aware! reports Classroom Resources Tutoring Plans	Teacher-Made Tests Six Weeks Grades Progress Reports STAAR/TAKS/TELPAS scores
Educators will receive more training and access to Eduphoria Aware! to provide educators with accurate up-to-date assessment, disaggregation, and historical information about their students in order to make effective instructional decisions for each child.	ESC XV EISD technology staff Principals	August 2011-May 2012	ESC XV Campus professional development funds	Increased STAAR/TAKS scores
Individualized and group counseling will be offered to students who are at-risk and/or having special problems being successful academically.	Counselors	On-going	Comprehensive Counseling Curriculum	Counseling Log Student Grades Discipline Reports
The Odyssey program will allow students to work on credit recovery.	Principal Teachers Counselor	On-going	Odyssey Ware	Final grades will be passing, allowing credit for the course(s).
Students will work in Study Island labs in order to gain mastery of the TEKS.	Teachers	August 2011-May 2012	Study Island labs \$3,000 (Gen. Fund)	STAAR/TAKS scores that indicate mastery

Summative: The AEIS Report will document that EISD students attained a completion rate of 97% and maintained the dropout rate at 0.0%.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by **2015**.

Objective #6: Each campus will provide students with information they need to make informed decisions concerning careers and post-secondary education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Career inventory surveys will be administered to students at middle and high school campuses.	Counselors	Sept. 2011-May 2012	ASVAB Kuder PLAN Campus-level inventories	Inventory Results
Career opportunities and occupational information will be included in the regular curriculum and vocational classes on how the subject matter relates to occupations and use in real life.	Teachers Principals	Daily	Carl Perkins Grant TEKS/STAAR/TELPAS/TAKS Curriculum Resources	Lesson Plans Teacher-Made Tests Progress Reports

<p>Classes will be offered in the area of Career & Technology/Vocational Ed to prepare the students for post-secondary schooling and/or employment.</p>	<p>Principal HS Counselor</p>	<p>All year</p>	<p>VoEd/CATE Funds: Salaries: \$222,095 Supplies/Materials: \$76,203 Contracted Services \$10,500 Capital Outlay \$7,500</p>	<p>Class schedules</p>
<p>Information will be provided to middle and high school students, teachers, and parents about:</p> <ul style="list-style-type: none"> • Higher education admissions and financial aid opportunities; • The TEXAS grant program and the Teach for Texas grant programs; • The need for students to make informed curriculum choices to be prepared for success beyond high school; and • Sources of information on higher education admissions and financial aid. 	<p>Counselors Principals Dean of Students</p>	<p>February-May 2012</p>	<p>TEA Information Guides Counseling Curriculum Howard Payne University Financial Aid Department Other universities</p>	<p>Student schedules/courses Student surveys Post-secondary data</p>

Summative: High School students' surveys will indicate that the programs offered provided them with information they needed to make informed decisions concerning careers and post-secondary education.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by **2015**.

Objective #7: The EISD will strive to decrease the identification of special education students from 8.5% as reported on the PBMAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Special Education teachers and instructional aides will work with identified students in self-contained classrooms, pull out programs, and in inclusive settings.	Director of Special Ed. Principals	Aug. 2011-May 2012	SpEd Salaries \$334,689 SpEd Supplies & Materials \$2,420 Shared Services Fees \$360,000	Decrease in the number of students identified as needing special education.
Classroom instruction for special education students will be based on individual needs of each student with learning styles being consistently considered in the instructional process.	Regular Ed. Teachers Special Ed. Teachers	Daily	Special Education Program	Lesson Plans Teacher-Made Tests Individual Assessments Progress Reports
Staff development will be provided for special education teachers and aides to foster the use of research-based instructional strategies to work with all special education students.	Director of Special Ed.	July 2011-July 2012	Reg. XV Local Staff Development SpEd. Prof. Dev. \$1,370	Staff Development Roster Observations Lesson Plans

<p>Staff development "related to the instruction of students with disabilities, second language learners, and dyslexia" will be provided for regular education teachers who work primarily outside the area of special education, ESL and dyslexia.</p>	<p>Director of Special Ed. Asst. Supt.</p>	<p>August 2011-May 2012</p>	<p>ESC XV Coop. Resources</p>	<p>Certificate of Course Completion Observations</p>
<p>Staff will continue to learn more about RTI (Response To Intervention) in order to decrease the number of students referred for special education.</p>	<p>SpEd Teachers Principals Counselors ESL teacher</p>	<p>August 2011-May 2012</p>	<p>Reg XV Center for Learning & Development - Grand Central Station STAR Reading Simpler RTI documentation</p>	<p>Decrease in number of students referred to special education.</p>

Summative: The number of students referred for special education will decrease.

CURRICULUM & ACADEMICS

GOAL #2: EISD will provide all students a rigorous, creative, innovative educational opportunity in order to create life-long learners, contributing to society as responsible citizens by **2015**.

Objective #8: All students will receive instruction that includes integration of the Technology Applications TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A technology focus group consisting of central office personnel, representatives from each campus, and district technology personnel will be formed to address technology needs within the district and to develop/identify appropriate technology benchmarks.	Superintendent Asst. Supt. Instructional tech. director Tech. personnel Teachers	January 2012	Information about current and developing technology, technology TEKS, and the requirements to support it	Improved student learning Improved teacher understanding of technology TEKS District technology being integrated into instruction regularly
The EISD Administration will ensure students are provided regular access to computers, software and peripherals, and communication tools in order to develop grade-level appropriate technology skills as outlined in the Technology Applications TEKS.	Principals Teachers Instructional tech director Network service director	Ongoing	Computer Labs Multimedia Carts Active Boards Multimedia Software Cameras, Scanners Intranet/Internet Gaggle Student Accounts Moodle Technology Applications TEKS	Lesson Plans Student Products Observations Technology TEKS benchmarks/rubrics

Technology resources will be available to assist teachers in integrating the Technology Applications TEKS into their daily lessons.	Principals Instructional Tech Director Campus Techs	Ongoing	Computer Labs Multimedia Carts Multimedia Software Cameras, Scanners Intranet/Internet Gaggle Student Accounts Technology Applications TEKS	Lesson Plans Student Products Observations
Teachers, staff, and principals will receive professional development in technology use and integration in order to address the learning needs of all students.	Asst. Supt. Principals Teachers Staff	Aug 2011-May 2012	Local Funds ESC XV Workshops Local Summer Workshops	Certificate of Completion Sign-in Rosters Improved STAAR/TAKS/TELPAS scores
Teachers will utilize technology resources on each campus on a consistent basis so that students are exposed to meaningful integration of technology in the learning process.	Principals Teachers	Ongoing	Computer Labs Technology Applications TEKS	Campus Resource Scheduler logs Class Schedules Student Products Lesson Plans Teacher-Made Tests
The EISD website and teacher web pages will be monitored to ensure district & campus information is current.	Principals Superintendent Asst. Supt. Technology staff Teachers	The first of each month	Web Sites Campus Techs Teachers Instructional Technology Specialist	Web Sites Parental and Community Surveys

Each student will demonstrate at least 70% mastery of the Technology Applications TEKS for grades 6-8 by the end of 8 th grade.	Asst. Supt. Principals Teachers Technology staff Instructional Tech Director	Jan. 2012-May 2012	Technology Applications TEKS All K-8 Teachers	Scores on Technology Applications Assessment Technology benchmarks/rubrics
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Summative: 100% of Early ISD students will receive instruction that includes integration of the Technology Applications TEKS.

COMMUNICATIONS				
GOAL #3: Through a collaborative effort EISD will integrate various means of communication involving, recognizing, and cultivating relationships with parents and community that will foster a positive learning environment by 2015.				
Objective: The District will strive to have at least ninety-five percent (95%) of the parents/guardians participate in his or her child's education.				
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Grade-level and campus meetings will be held with parents including "Meet the Teacher" nights to ease anxiety of first day of school.	Superintendent Asst. Supt. Principals Teachers	Aug. 2011 and as scheduled	Campus Plans	Sign-in Sheets Informal Surveys
Electronic and/or paper newsletters/communications will be sent/provided to parents to inform them of school and district activities.	Superintendent Asst. Supt. Principals Faculty/Staff	First of each month District Calendar of Events	Paper District Website	Newsletter Document Newsletters in Spanish Parent Surveys

The news media will be informed of news events relating to student achievements and district happenings, including a monthly district newsletter that will be created by the EHS G/T class.	Superintendent Principals Teachers EHS G/T teacher and students	Current Events	Newspaper Website Radio and Television Stations On-premise sign Input from all campuses	Newspaper Articles Informal Surveys New District newsletter New signs posted each quarter on EISD's on-premise sign
Early ISD will host a Parent Dyslexia Training.	Asst. Supt. EISD dyslexia teachers	January 2012	Certified Academic Language Therapist/Dyslexia Assessment Specialist	Sign in sheet
To improve interaction and involvement of parents, the district and each campus will involve parents and the community in the district and campus improvement plan committees.	Superintendent Asst. Supt. Principals	May 2011 September 2011 October 2011 November 2011	District Improvement Plan	Campus and District Improvement Plans
Early ISD will offer additional parent training on success in various academic subjects.	Asst. Supt. Principals Teachers	At least once during the second semester	Teachers Instructional materials Parent Invitations	Improved student grades Information such as Family Services pamphlet on campus websites or EISD facebook Sign-in sheets
Questionnaire items which measure the culture and climate of the district will be included annually with the communication survey in order to provide data upon which to improve in this area.	Asst. Supt. Instructional Technology Specialist	Second semester	Survey sent out by EISD Instructional Technology Specialist	Increased parental involvement

<p>Monitor, review & recommend district-wide nutrition and physical activity policies that impact students' health.</p>	<p>SHAC (Student Health & Advisory Committee) Asst. Supt. Nurses</p>	<p>Sept. 7, 2011-TETN 8:30-11:30 Sept. 7, 2011—Planning meeting 11:30-2:00 p.m. Nov. 9, 2011—Community meeting Dec. 7, 2011—TETN Feb. 2011—Community meeting April 2011—Planning for 2012-2013</p>	<p>Texas Education Agency Region XV SHAC Committee (parents, teachers, food service professionals, health professionals, and other interested community members)</p>	<p>SHAC Sign-in sheets & minutes</p>
<p>Implement the “Food for Thought” program in which students who often go hungry over the weekend will take food for the weekend home for their families discretely in backpacks.</p>	<p>Principals Counselors Good Samaritan Ministries</p>	<p>Each Friday Sept. 2100-May 2012</p>	<p>Donations from the public Good Samaritan Ministries’ provision of the food</p>	<p>Improved student contentment and ability to concentrate on learning Improved student assessment scores</p>
<p>Community members and parents/guardians will be invited to participate in Career Awareness at each campus.</p>	<p>Counselor Principal</p>	<p>January 2012</p>	<p>Community Members Parents Local Business Men & Women</p>	<p>Career Awareness Plans Sign-In Sheets Informal Student Surveys</p>

Progress reports will be sent home and made available on TxConnect to inform parents and guardians of their children's academic progress in grades 3-12.	Principal Teachers	Three-weeks into each six weeks.	TxConnect	List of student reports Informal Parental Survey Six Weeks Grades
The district will utilize the School Messenger communication phone system to ensure that parents and students are informed of current school events. School Messenger will also translate messages into Spanish for our Spanish-speaking families.	Superintendent Principals Instructional Technology Specialist	Aug. 2011-May 2012	School Messenger Phone systems	School Reach records of use
Early I.S.D. will utilize School Messenger to inform parents of TxConnect so that parents can be consistently informed of their children's academic progress in grades 3-12.	Principals Teachers	At the beginning of each semester	School Messenger Phone System	School Messenger records of use Improved student grades
Senior citizens will be notified through the local newspaper and district's website of senior passes that may be picked up at the Supt's. Office.	Superintendent Instruction Tech. Director	August 2011	Brownwood Bulletin EISD Website	Number of senior citizen tickets distributed

Parents of children in grades 3-12 will be offered the option of monitoring their child's/children's attendance and grades through <u>TxConnect Grade/Attendance Parent Portal</u>	Principals Inst Tech Dir Teachers	Current	<u>TxConnect Grade/Attendance Parent Portal</u> Local Funds \$1,600	Number of parents registered w/a password
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Parents will be able to make meal payments online and track your child's cafeteria purchases through MyNutrikids.com .	Director of Food Services & Instr Tech Dir	Current	MyNutrikids.com -Lunch Byte Systems Local Funds \$1,650	Parent Survey
Parent/guardian satisfaction surveys will be distributed via webpage and hardcopies. The feedback will assist in evaluating effectiveness.	Asst. Supt Principals	April-May 2012	Website & backpacks	Survey responses
K-12 parent conferences will be expanded with each campus conducting formal parent conferences throughout the campus at least annually.	Principals Teachers	Once or twice a year as designated at each campus	Substitute funds	Increased parent involvement Improved STAAR/TAKS/TELPAS scores

Summative: Ninety-five percent (95%) of the parents/guardians will participate in his or her child's education as indicated by signature pages.

<p>FINANCE</p> <p>GOAL #4: EISD is committed to the responsible management of all district resources and finances through good stewardship by 2015.</p> <p>Objective: The District will strive to maintain a "Superior" rating on TEA's School First Report Card.</p>				
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation

The Business Office will strive to provide the resources necessary, within the limits of state and local budgets, in order to continue to meet the needs of all students.	Superintendent Business Office, Board Asst. Supt. Principals	Approval of annual budget	State and Local funds Federal and Education Jobs Funds	Annual evaluation of all programs
The Business Office is committed to providing the monthly cash flow analysis, the current cash position, and additional pertinent information that leads to a better understanding of the District's financial position.	Superintendent Business Office	Monthly	TEA's payment schedule, TxEIS finance module, Bank statements, Superintendent's LPE/DPE Attendance Report	Board packets Presentations to the Board
The Business Office is committed to adhering to the Generally Accepted Accounting Principles.	Business Office	Monthly	GAAP manual	Annual Audit

Summative: The District will receive a "Superior" rating on TEA's School First Report Card.

APPENDIX

Title I Schoolwide Components

1. **Comprehensive Needs Assessment** of the entire school
2. **Reform strategies** that address the needs of all children in the school, but particularly the needs of target populations of any program that is included in the schoolwide program
3. Instruction by **highly qualified professional staff**
4. **Professional development** for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff who work for the student improvement
5. Strategies to increase **parental involvement**
6. Plans for assisting preschool children in the **transition from early childhood programs**, such as Head Start and Even Start, to local elementary school programs
7. Steps to **include teachers in the decisions** regarding the use of assessments
8. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with **effective, timely additional assistance**
9. Measures include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program.
10. Coordination and integration of Federal, State, and local services and programs



EISD Comprehensive Needs

Assessment Meeting

AGENDA

May 25, 2011

- 📖 Welcome
- 📖 Purposes
- 📖 Elect SBDM Committee Chairperson.
- 📖 Evaluate Early I.S.D.'s parent Involvement Program.
- 📖 Consider approval of Early I.S.D.'s Parent Involvement Policy.
- 📖 Review 2011-2012 NCLB Consolidated Federal Grant Application Program Description Program Coordination, Comprehensive Needs Assessment, Professional Development, and parent and Community Involvement.
- 📖 Divide into 8 groups to review relevant data, determine needs, and prioritize those needs.
- 📖 Submit each group's work.

Early I.S.D.: The BEST Place for Families



Comprehensive Needs Assessment 2011-2012

May 25, 2011

Mrs. Clark welcomed the District Improvement Team and expressed her appreciation for their willingness to participate in the improvement process for Early I.S.D. The purposes of the Comprehensive Needs Assessment were explained and discussed.

Lori Beck moved that Debbie Hagood be re-elected as the SBDM Committee Chairperson, Kerri Jacobson seconded, and Mrs. Hagood was re-elected unanimously.

Early I.S.D.'s Parent Involvement Policy was unanimously approved following a motion by Aletha Patterson and seconded by Sharon Watson, with no changes following discussion of the District Parent Involvement Policy.

Goal 3 from the District Improvement Plan which includes community and parental involvement was considered. Documentation for these areas at each campus was discussed. Additional suggestions for parental involvement included such ideas as dyslexia training for parents, parenting skills training through Family Services, and career awareness opportunities. Further discussions included methods by which to spread the multitude of successes of Early I.S.D. such as a public relations person for the district, billboards in the community, Brownwood News online, Brownwood Bulletin, KTAB, as well as flyers to real estate offices, hospitals, and other businesses.

The 2011-2012 NCLB Consolidated Federal Grant Application Program Description Program Coordination with Comprehensive Needs Assessment, Professional Development, and Parent and Community Involvement were reviewed and discussed.

The meeting was dismissed due to time. It will continue with the review of the 8 areas to be reviewed for the Comprehensive Needs Assessment.



**EISD Comprehensive Needs Assessment
May 25, 2011**

PLEASE SIGN IN.

SIGNATURE	ROLE (principal, teacher, parent, business, community, etc.)	Best Summer Contact Information
▼ [Signature]	Teacher	643-1407
▼ [Signature]	Counselor	998-1772
▼ [Signature]	Community	642-8271
▼ [Signature]	Teacher	642-3206
▼ [Signature]	HS Teacher	203-0371
▼ [Signature]	Teacher	500-8703
▼ [Signature]	Teacher	330-1839
▼ [Signature]	Teacher	998-1422
▼ [Signature]	Teacher	642-0710
▼ [Signature]	Public	649-9300
▼ [Signature]	Parent	643-2026
▼ [Signature]	Teacher	642-8260
▼ [Signature]	Teacher	646-4520
▼ [Signature]	Principal	EEC
▼ [Signature]	Principal	EEC
▼ [Signature]	Principal	EEC
▼ [Signature]	Asst. Supt.	EHS
▼ [Signature]	Asst. Supt.	EISD
▼ [Signature]	Parent	EMS
▼		
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**EISD Comprehensive Needs
Assessment Meeting
AGENDA
(Continued on) October 5, 2011**

- ☞ Welcome
- ☞ Purposes
- ☞ Elect SBDM Committee Chairperson.
- ☞ Evaluate Early I.S.D.'s parent Involvement Program.
- ☞ Consider approval of Early I.S.D.'s Parent Involvement Policy.
- ☞ Review 2011-2012 NCLB Consolidated Federal Grant Application Program Description Program Coordination, Comprehensive Needs Assessment, Professional Development, and parent and Community Involvement.
- ☞ Divide into 8 groups to review relevant data, determine needs, and prioritize those needs.
- ☞ Submit each group's work.

Early I.S.D.: The BEST Place for Families



**EISD Comprehensive Needs Assessment
October 5, 2011**

PLEASE SIGN IN.

SIGNATURE	ROLE (principal, teacher, parent, business, community, etc.)	Best Contact Information
Wanda Ferguson	community (Early Champs)	6497 300
Leann Morales	teacher	6447-6321
Donna Laast	parent	642-5578
Donna Laast	community	646-4231
Patricia Hines	teacher	643-5665
Sharon Courtwright	teacher	643-5665
Sherry Clark	asst. supt.	
Paula [unclear]	counselor	643-9622
Barbara [unclear]	community	642-0391
Julie [unclear]	teacher	642 0716
Brittany Dunlap	teacher - EHS	6303 0371
Amber [unclear]	teacher - EHS	940-450-4125
Donna [unclear]	teacher	325-647-3206
Kim [unclear]	counselor	325-647-0039
[unclear]	Supt.	
Sherry [unclear]	teacher	642-4680
Sharon Wilson	counselor	646-5511 (365)
[unclear]	teacher	643-9622
Randy [unclear]	Principal EMS	643-5665
Valerie Shivers	teacher	643-5665

201-29



Comprehensive Needs Assessment 2011-2012

October 5, 2011

Mrs. Clark welcomed the District Improvement Team and expressed her continued appreciation for their willingness to participate in the Improvement process for Early I.S.D. as we continued to work through the initial CNA agenda.

The team divided into groups based on the eight areas of the Comprehensive Needs Assessment Process—Culture and Climate; Curriculum, Instruction, and Assessment; Staff Quality, Recruitment, and Retention; Technology; Family and Community Involvement; Demographics; School Context and Organization; and Student Achievement. Mrs. Clark provided a notebook of data for each area and discussed the organization of each notebook. Much of the data in the notebooks comes from the AEIS Reports, the most recent of which has not yet been released by the state. However, there is an abundance of useful data in the notebooks.

The groups were charged with examining the data to identify EISD's needs. The resulting Comprehensive Needs Assessment should reflect these identified needs. The major needs should be included in the summary section for each group.

The next meeting was set for Wednesday, October 26th, at 3:45 p.m. at which time the review of the 2010-2011 EISD Improvement Plan will begin.

Sherry Clark
Assistant Superintendent
Early I.S.D.



Early I.S.D.
DISTRICT IMPROVEMENT
TEAM AGENDA
November 2, 2011

- ☞ Welcome
- ☞ Purposes
- ☞ Review Comprehensive Needs Assessment. Additions?
- ☞ Review funding sources.
- ☞ Divide into 8 groups to review and make changes, additions, and deletions to the 2010-2011 District Improvement Plan. Record changes in the booklet. Each member of the group should sign the front cover of the DIP booklet.
- ☞ Address "ACTION PLAN" on pages 8 and 9. Additions? Deletions? Changes?
- ☞ Submit each group's work.

Early I.S.D.: The BEST Place for Families



Early I.S.D.
DISTRICT IMPROVEMENT TEAM
MINUTES

November 2, 2011

Mrs. Clark welcomed the group and explained that today's purpose was to, utilizing the Comprehensive Needs Assessment for Early I.S.D., review the District Improvement Plan for 2010-2011 and make suggested changes, additions, and/or deletions for 2011-2012. She reviewed the 2011-2012 Federal, State, and Local Funding Sources. Mr. Koch provided additional information concerning the funding sources.

Each of the eight groups worked through their specified sections of the District Improvement Plan to determine changes, additions, and/or deletions, recording their recommendations in the existing DIP. Each group then presented their recommendations to the entire team for possible acceptance.

The Student Achievement group's recommendations were unanimously accepted following a motion by David Hutton and seconded by Brett Koch. The Technology group's recommendations were unanimously accepted following a motion by Beverly Hohertz, seconded by Jason McKibben. The Curriculum, Instruction, and Assessment group's recommendations were unanimously approved following a motion by Jan Guest, seconded by David Hutton. The Demographics group's recommendations were unanimously approved following a motion by Aletha Patterson, seconded by Randy Lancaster. The Staff Quality and Professional Development group's recommendations were unanimously adopted following a motion by Jason McKibben, seconded by Sharon Watson. The Family and Community Involvement group's recommendations were accepted unanimously following a motion by David Hutton, seconded by Valarie Shreves. The Culture and Climate group's recommendations were adopted unanimously following a motion by Brian Callaway, seconded by Brett Koch. The School Context and Organization group's recommendations were approved unanimously following a motion by David Hutton, seconded by Aletha Patterson.

Each group reviewed the summary "Action Plan" and recommended changes, additions, and/or deletions based on the Comprehensive Needs Assessment and the updated District Improvement Plan details.

The meeting was adjourned following Mr. Koch's and Mrs. Clark's comments of appreciation for the dedication and efforts of the D.I.P. Team.



**EISD Improvement Planning Meeting
November 2, 2011**

PLEASE SIGN IN.

SIGNATURE	ROLE (principal, teacher, parent, business, community, etc.)	Best Contact Information
✓ <i>Denise Hobbs</i>	Community	642-0091
✓ <i>Joe Mason</i>	Community	979-587-1065
✓ <i>Alfred Hagan</i>	Teacher	642-0710
✓ <i>Alatha Patterson</i>	Principal	646-5511
✓ <i>Ken Beck</i>	Teacher	642-3206
✓ <i>Jan Hunt</i>	Parent	643-2026
✓ <i>Robbie Fawcett</i>	Teacher	200-8703
✓ <i>Tacey</i>	Counselor	643-8622
✓ <i>Amber Kennedy</i>	Teacher	940-452-4125
✓ <i>Wanda Anderson</i>	Public	649-9300
✓ <i>Peggy Bradford</i>	A.S. Counselor	643-4593
✓ <i>Wendy Mitchell</i>	Teacher	642-4680
✓ <i>Marion Waters</i>	Assistant	
✓ <i>Sherry Blank</i>	Asst. Supt.	
✓ <i>Don Hurd</i>	Teacher	643-5665
✓ <i>Javanna Covright</i>	Teacher	643-5665
✓ <i>Valerie Shivers</i>	Teacher	643-5665
✓ <i>Lisa Hester</i>	Counselor	643-5665
✓ <i>Randy Howard</i>	Principal	643-5665
✓		
✓		
✓		
✓		
✓		
✓		
✓		

November 2011
Confidential

TEXAS EDUCATION AGENCY
2011 DISTRICT GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: EARLY District Rating: Recognized
DISTRICT NUMBER: 025909

Analysis groups used to determine acknowledgment are marked with an 'X'.

Commended on Social Studies: ACKNOWLEDGED

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	148	247	100%	60%
African American	1	4	2%	25%
Hispanic	15	27	11%	59%
X White	123	205	83%	60%
X Economically Disadvantaged	47	91	37%	52%

Recommended High School Program (RHSP)/DAP (Class of 2010): DOES NOT QUALIFY

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
X All Students	57	69	100%	82.6%
African American	0	0	0%	-
Hispanic	12	15	22%	80.0%
X White	45	54	78%	83.3%
Economically Disadvantaged	17	23	33%	73.9%

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

November 2011
Confidential

TEXAS EDUCATION AGENCY
2011 DISTRICT GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

PAGE 7

DISTRICT NAME: EARLY
DISTRICT NUMBER: 025909

District Rating: Recognized

Analysis groups used to determine acknowledgment are marked with an 'X'.

SAT/ACT Results (Class of 2010): DOES NOT QUALIFY

Student Groups	Number Taking SAT and/or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/or ACT	Number Scoring At or Above Criterion	Number Taking SAT and/or ACT	Percent Scoring At or Above Criterion
X All Students	52	52	100%	83.9%	13	52	25.0%
African American	0	0	0%	-	0	0	-
Hispanic	10	15	24%	66.7%	0	10	0.0%
X White	42	47	76%	89.4%	13	42	31.0%

Texas Success Initiative (TSI) ELA: ACKNOWLEDGED

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring At or Above Standard
X All Students	55	76	100%	72%
African American	0	0	0%	-
Hispanic	3	5	7%	60%
X White	50	68	89%	74%
Economically Disadvantaged	12	20	26%	60%

Texas Success Initiative (TSI) Mathematics: ACKNOWLEDGED

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring At or Above Standard
X All Students	53	75	100%	71%
African American	0	0	0%	-
Hispanic	2	5	7%	40%
X White	49	67	89%	73%
Economically Disadvantaged	10	21	28%	48%

SUMMARY OF GOLD PERFORMANCE ACKNOWLEDGMENTS

Early I.S.D.

2011

Primary—Exemplary	Gold Performance Acknowledgments	0/1
Elementary—Exemplary	Gold Performance Acknowledgments: Commended Reading/ELA, Commended Science	2/8
Middle School—Exemplary	Attendance, Commended Reading/ELA, Commended Science, Commended Social Studies, CI Math	5/8
High School—Recognized	Attendance, AP/IB, College Ready, Commended Social Studies, TSI ELA, TSI Math	6/13
District—Recognized	AP/IB, Attendance, College Ready, Commended Reading/ELA, Commended Science, Commended Social Studies, TSI ELA, TSI Math	8/13

C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress District Data Table

Preliminary 2011 AYP Results

District Name: EARLY (025909)
Status: Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	635	8	124	476	266	51	14	n/a
Number Tested	672	8	133	504	289	71	15	6
% Met Standard	94%	100%	93%	94%	92%	72%	93%	n/a
Student Group %	100%	1%	20%	75%	43%	11%	n/a	1%
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	594	7	103	470	251	43	11	n/a
Number Tested	629	7	113	494	270	58	12	6
% Met Standard	94%	100%	91%	95%	93%	74%	92%	n/a
Change in % Met Standard	0	0	2	-1	-1	-2	1	
Improvement Required						3		

The preliminary data tables are not masked to protect individual student confidentiality. Individual student information (including aggregate counts of less than 5) in the tables is confidential under the Family Educational Rights and Privacy Act (FERPA). The agency additionally takes the position that the tables at this stage of the accountability review process constitute "agency audit workpapers" and are not required to be disclosed under the Texas Public Information Act. Masked data tables are available on the TEA public website on August 4, 2011.

n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress District Data Table

Page 2 of 5

Preliminary 2011 AYP Results

District Name: EARLY (025909)
Status: Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
Performance: Mathematics (AYP Target: 75%)								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	632	7	120	481	263	55	15	n/a
Number Tested	671	8	132	504	288	71	15	6
% Met Standard	94%	88%	91%	95%	91%	77%	100%	n/a
Student Group %	100%	1%	20%	75%	43%	11%	n/a	1%
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	585	6	96	468	236	47	10	n/a
Number Tested	629	7	113	494	270	58	12	6
% Met Standard	93%	86%	85%	95%	87%	81%	83%	n/a
Change in % Met Standard	1	2	6	0	4	-4	17	

The preliminary data tables are not masked to protect individual student confidentiality. Individual student information (including aggregate counts of less than 5) in the tables is confidential under the Family Educational Rights and Privacy Act (FERPA). The agency additionally takes the position that the tables at this stage of the accountability review process constitute "agency audit workpapers" and are not required to be disclosed under the Texas Public Information Act. Masked data tables are available on the TEA public website on August 4, 2011.

n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

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TEXAS EDUCATION AGENCY
Adequate Yearly Progress District Data Table

Preliminary 2011 AYP Results

District Name: EARLY (025909)
Status: Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Ever HS)	LEP (Students)
Four-Year Longitudinal Cohort								
Graduation Rate Class of 2010 (AYP Target: 75%)								
Graduates	70	0	14	56	22	6	1	0
Number in Class	72	0	14	58	23	7	1	0
Graduation Rate	97.2%	-	100.0%	96.6%	95.7%	85.7%	100.0%	-
Student Group %	100%	0%	19%	81%	32%	10%	n/a	0%
Graduation Rate Class of 2009 (Safe Harbor or Improvement of 1.0)								
Graduates	89	2	10	76	23	12	1	1
Number in Class	99	2	13	83	31	14	1	1
Graduation Rate	89.9%	100.0%	76.9%	91.6%	74.2%	85.7%	100.0%	100.0%
Change 2009 to 2010	7.3	-	23.1	5.0	21.5	0.0	0.0	
Safe Harbor Target	0.0	0.0	1.3	0.0	1.6	0.4	0.0	
Five-Year Longitudinal Cohort (AYP Target: 80%)								
Class of 2009 Five-Year Graduation Rate								
Graduates	90	2	11	76	24	12	1	1
Number in Class	98	2	12	83	30	13	1	1
Graduation Rate	91.8%	100.0%	91.7%	91.6%	80.0%	92.3%	100.0%	100.0%

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TEXAS EDUCATION AGENCY
Adequate Yearly Progress District Data Table

Page 5 of 5

Preliminary 2011 AYP Results

District Name: EARLY (025909)
Status: Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

2011 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	-	+	+	+	X	-
Performance: Math	+	-	+	+	+	+	-
Participation: Reading/ELA	+	-	+	+	+	+	-
Participation: Math	+	-	+	+	+	+	-
Other: Graduation Rate	+						
Other: Attendance Rate	-						

- + Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
- % Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
- X Missed AYP for this measure

his.

**Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals**

Name of Campus: Early Primary School

Name of LEA: Early I.S.D.

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2011-2012.

YES NO

<input checked="" type="checkbox"/> <input type="checkbox"/>	1. All teachers teaching in core academic subject areas and teaching in a program supported by Title I, Part A funds, are highly qualified. If "no," how many teachers are not highly qualified? _____
<input checked="" type="checkbox"/> <input type="checkbox"/>	2. The campus has included strategies in the Campus Improvement Plan to ensure that ALL teachers teaching in core academic subjects are highly qualified. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.
<input checked="" type="checkbox"/> <input type="checkbox"/>	3. All Title I, Part A paraprofessionals with instructional duties and teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate. If "no," how many paraprofessionals do not meet the Title I, Part A qualifications? _____

Principal Attestation continued

YES NO

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Documentation is maintained to substantiate that all Title I, Part A paraprofessionals who have instructional duties have met the paraprofessional requirements.</p> <p>Exception: Paraprofessionals (1) who are proficient in English and a language other than English and who provide services primarily to enhance the participation of children in Title I, Part A programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118 are not required to meet the highly qualified requirements for paraprofessionals.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>5. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>6. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>7. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities, (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>8. Copies of this Attestation are available at the campus and school district office and will be made available to the general public upon request.</p>



Signature of Principal

9-22-11
Date

Brian Callaway, Principal
Typed Name of Campus Principal

B. Lewis

Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Name of Campus: Early Elementary School

Name of LEA: Early ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2011-2012.

YES NO

<input checked="" type="checkbox"/> <input type="checkbox"/>	1. All teachers teaching in core academic subject areas and teaching in a program supported by Title I, Part A funds, are highly qualified. If "no," how many teachers are not highly qualified? _____
<input checked="" type="checkbox"/> <input type="checkbox"/>	2. The campus has included strategies in the Campus Improvement Plan to ensure that ALL teachers teaching in core academic subjects are highly qualified. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.
<input checked="" type="checkbox"/> <input type="checkbox"/>	3. All Title I, Part A paraprofessionals with instructional duties and teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate. If "no," how many paraprofessionals do not meet the Title I, Part A qualifications? _____

Principal Attestation continued

YES NO

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Documentation is maintained to substantiate that all Title I, Part A paraprofessionals who have instructional duties have met the paraprofessional requirements.</p> <p>Exception: Paraprofessionals (1) who are proficient in English and a language other than English and who provide services primarily to enhance the participation of children in Title I, Part A programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118 are not required to meet the highly qualified requirements for paraprofessionals.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>5. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>6. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>7. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities, (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>8. Copies of this Attestation are available at the campus and school district office and will be made available to the general public upon request.</p>


 Signature of Principal

September 14, 2011
 Date

Aletha Patterson
 Typed Name of Campus Principal

MS

Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Name of Campus: Early Middle School

Name of LEA: Early I.S.D.

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2011-2012.

YES NO

<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. All teachers teaching in core academic subject areas and teaching in a program supported by Title I, Part A funds, are highly qualified. If "no," how many teachers are not highly qualified? _____
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The campus has included strategies in the Campus Improvement Plan to ensure that ALL teachers teaching in core academic subjects are highly qualified. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. All Title I, Part A paraprofessionals with instructional duties and teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate. If "no," how many paraprofessionals do not meet the Title I, Part A qualifications? _____

Principal Attestation continued

YES NO

<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Documentation is maintained to substantiate that all Title I, Part A paraprofessionals who have instructional duties have met the paraprofessional requirements. Exception: Paraprofessionals (1) who are proficient in English and a language other than English and who provide services primarily to enhance the participation of children in Title I, Part A programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118 are not required to meet the highly qualified requirements for paraprofessionals.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities, (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	8. Copies of this Attestation are available at the campus and school district office and will be made available to the general public upon request.

Signature of Principal Randy Lancaster

Date 9/22/11

Randy Lancaster, Principal
Typed Name of Campus Principal

HS

**Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals**

Name of Campus: Early High School

Name of LEA: Early I.S.D.

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2011-2012.

YES NO

<input checked="" type="checkbox"/> <input type="checkbox"/>	1. All teachers teaching in core academic subject areas and teaching in a program supported by Title I, Part A funds, are highly qualified. If "no," how many teachers are not highly qualified? _____
<input checked="" type="checkbox"/> <input type="checkbox"/>	2. The campus has included strategies in the Campus Improvement Plan to ensure that ALL teachers teaching in core academic subjects are highly qualified. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.
<input checked="" type="checkbox"/> <input type="checkbox"/>	3. All Title I, Part A paraprofessionals with instructional duties and teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate. If "no," how many paraprofessionals do not meet the Title I, Part A qualifications? _____

Principal Attestation continued

YES NO

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Documentation is maintained to substantiate that all Title I, Part A paraprofessionals who have instructional duties have met the paraprofessional requirements.</p> <p>Exception: Paraprofessionals (1) who are proficient in English and a language other than English and who provide services primarily to enhance the participation of children in Title I, Part A programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118 are not required to meet the highly qualified requirements for paraprofessionals.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>5. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>6. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>7. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities, (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>8. Copies of this Attestation are available at the campus and school district office and will be made available to the general public upon request.</p>



 Signature of Principal

9/22/11

 Date

David Hutton, Principal
 Typed Name of Campus Principal

EARLY INDEPENDENT SCHOOL DISTRICT

Staff Development Plan for 2011-2012

Fri., Aug. 12, 2011	Mon., Aug. 15, 2011	Tues., Aug. 16, 2011	Wed., Aug. 17, 2011	Thurs., Aug 18, 2011	Fri., Aug. 19, 2011
<p>New Staff Only:</p> <ul style="list-style-type: none"> • Teaching & Learning Standards • PDAS • Kilgo Scope & Sequence • Technology • District Policies • Employee Handbook • Benefits • Time Sheets • Sick Leave • Purchase Orders/Travel 	<ul style="list-style-type: none"> • AEIS Ratings/AYP • Confidentiality • Value of Working With Parents • Child Abuse prevention, reporting, and symptoms • Kilgo Scope and Sequence expectations • Leave Policy • FLSA /Time Clock Plus • Technology (AUP) • Student Code of Conduct • Sexual Harassment • Bloodborne Pathogens • Asthma/Diabetes/Seizures • Homeless • Child Abuse • FERPA • Board Policy & EISD Employee Online Handbook • PDAS update • McKinney Vento • New Instructional Materials Process • Student Code of Conduct • TRS Insurance & Benefits 	<p>Region 15 Back-to-School Conference: Provided by Education Service Center XV</p> <p>Kilgo Scope and Sequence Training for EISD Science Teachers</p>	<p>Campus Staff Development</p> <ul style="list-style-type: none"> • Campus Procedures/Handbook • Student Expectations • Committee Selections: <ul style="list-style-type: none"> ○ Section 504 ○ CIP/DIP ○ RTI • AEIS • Curriculum Alignment • Lesson Plans • Federal Programs • NCLB HQ • Special Education Updates • Role of the Substitute • Classroom Mgmt.. <p>Kilgo Scope and Sequence Training for EISD Math Teachers</p> <p>Special Education Teachers Planning/Training</p>	<p>Campus Staff Development (See 8/17/11 agenda.)</p> <p>Kilgo Scope and Sequence for EISD English/Language Arts Teachers</p> <p>Kilgo Scope and Sequence for EISD Social Studies Teachers</p>	<p>EISD Work Day</p> <p>Campus Secretaries' Training/Planning</p>

	District Improvement Planning Meetings	Superintendent Advisory Meetings	Monday, Oct. 3, 2011		January 3, 2012
	May 25, 2011 October 5, 2011 November 2, 2011	October 13, 2011 December 8, 2011 February 9, 2012 April 19, 2012	Rachel's Challenge for all Primary/Elementary staff STAAR/EOC training for secondary ELA teachers (continued on 10/10/11)		Creation of STAAR benchmark testing for all grades/courses Creation of technology TEKS benchmarks for all grades by 6 weeks