

Wellington ISD

County District – 044-902

District Improvement Plan 2013-2014

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Wellington Independent School District Mission Statement

The mission of Wellington Independent School District is to provide a safe, quality education to all students through a challenging curriculum taught by a professional trained and caring staff.

Our goal is for all students to leave Wellington Independent School District with an appreciation for hard work and a desire for learning that will guide them throughout their lives as productive citizens.

District-Wide Educational Improvement Committee 2013-2014

Pam Hill – High School Teacher (12-13, 13-14, 14-15)

Drew Taylor – High School Teacher (12-13, 13-14, 14-15)

Wade Williams - High School Teacher (completes Dane Richardson's term for 13-14)

Kurt Ashmore - High School Principal

Stacey Day – Elementary Teacher (13-14, 14-15, 15-16)

Amanda Davis - Elementary Teacher (13-14, 14-15, 15-16)

Chae Hart – Elementary Teacher (13-14, 14-15, 15-16)

Dane Richardson – Elementary Principal

Deidre Kane – Counselor, Testing Coordinator

Mark Montgomery – Jr. High Teacher (12-13, 13-14, 14-15)

Justin Mixon - Jr. High Teacher (13-14, 14-15, 15-16)

Joe Jones - Jr. High Teacher (11-12, 12-13, 13-14)

Dianna Bohannon – Testing Coordinator

Tim Webb - Junior High Principal

Chad Kane – Parent Representative

Linda Castillo – Parent Representative

April Wright – Community Representative

Robert Powell – Community Representative

Forrest Lloyd – Business Representative

Cody Phillips – Business Representative

Wellington ISD Needs Assessment 2013-2014

1. TAPR
2. Parent Surveys
3. Teacher Surveys
4. Safety Assessment
5. GT Assessment
6. Special Education Assessment
7. Compensatory Assessment
8. Staff Development Assessment
9. Biennial Eval. Site Based Decision Making
10. ESL Annual Performance Report
11. Optional Extended Year Parental Survey
12. PLAN Test
13. ASVAB Test
14. PSAT Test
15. TPRI Test
16. IOWA Test
17. CAP Matrix
18. Career and Technology Assessment
19. Base Indicators - Special Populations

WISD District Improvement Plan - Acronyms/Terms

AEIS IT	Program that tracks strengths & weaknesses on individual student's TAKS results
AEP	Alternative Education Placement
AIM	Analyze, Improve, Measure
AP	Advanced Placement
AR	Accelerated Reader
ARD	Admission, Review, Dismissal
ARI	Accelerated Reading Instruction
BCIS	Business Computer Information System
CAP	Comprehensive Analysis Process
CART	Campus Assessment Review Team
CATE	Career and Technology Education
CPR	Cardiopulmonary Resuscitation
DNQ	Do Not Qualify
EPSSA	Eastern Panhandle Shared Services Arrangement
ESC 16	Education Service Center 16
ESL	English as a Second Language
FCCLA	Future Consumer & Career Leaders of America
FTE	Full Time Equivalents
GED	General Education Development
GT	Gifted, Talented
IEP	Individual Education Plan
ISD	Independent School District
ITBS	Iowa Test of Basic Skills
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
NCLB	No Child Left Behind
PPHEA	Panhandle Plains Higher Education Association
OEYP	Optional Extended Year Program
OT	Occupational Therapist
PEIMS	Public Education Information Management System
PLAN	Test for Academic/Career Planning
PT	Physical Therapist
PTO	Parent Teacher Organization
RPTE	Reading Proficiency Test in English
SDAA II	State Developed Academic Assessment
SBDM	Site Based Decision Making
STAAR	State of Texas Assessments of Academic Readiness
TAKS	Texas Assessment of Knowledge & Skills
TAP	Test of Academic Proficiency
TAPR	Texas Academic Performance Report
TEKS	Texas Essential Knowledge Skills
TPRI	Texas Primary Reading Inventory
UIL	University Interscholastic League
VAC	Vocational Adjustment Classes
WebCCAT	Internet program for TAKS practice
WISD	Wellington Independent School District

Economically Disadvantaged Percentages

Wellington Independent School District is 62.2% Economically Disadvantaged.

Wellington High School is 58.1% Economically Disadvantaged.

Wellington Junior High is 63.3% Economically Disadvantaged.

Wellington Elementary is 63.7% Economically Disadvantaged.

Codes for Funding Key – 2013-2014

1. State Comp. Ed.	\$535,452.00
2. Title I, Part A	\$166,138.00
3. Title I, Part C	NA
4. Title, II, Part A	\$38,613.00
5. Title II, Part D	NA
6. Title III	NA
7. Title IV, Part A	NA
8. Title V, Part A	NA

Wellington ISD utilized, the REAP program to redirect 100% of Title II - Part A into Title I - Part A. These funds will be used to upgrade the Title I - Part A school-wide program at all campuses.

Wellington ISD had a free and reduced lunch participation rate of at least 58.1% at all campuses during 2013-2014 therefore \$535,452.00 State Compensatory Education funds and 6.669 FTE's will be used to upgrade the Title I - Part A school-wide program at all campuses.

Wellington ISD identifies At-Risk students by the following criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

***Homeless students**, as defined by 42. U.S. C. Section 11302 and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixes regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
 - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

**District Improvement Plan
Wellington ISD
2013-2014**

Reading	Accountability Data – 2011	Accountability Data – 2012	Accountability Data – 2013		Desired Performance – 2014
		STAAR	STAAR	ELA Reading I & II EOC	
All students	95%	83%	84%	74%	90%
African-American	99%	75%	78%	*	90%
Hispanic	91%	83%	82%	66%	90%
White	97%	84%	85%	75%	90%
Economically Disadvantaged	93%	79%	81%	72%	90%
Special Education	96%	79%	90%	*	90%
Limited English Proficient	83%	71%	77%	*	90%
Math	Accountability Data – 2011	Accountability Data – 2012	Accountability Data – 2013		Desired Performance – 2014
		STAAR	STAAR	ALG I, II & GEOM EOC	
All students	92%	87%	88%	89%	90%
African-American	92%	88%	65%	*	90%
Hispanic	89%	87%	88%	58%	90%
White	95%	87%	91%	89%	90%
Economically Disadvantaged	90%	84%	84%	73%	90%
Special Education	85%	82%	91%	*	90%
Limited English Proficient	83%	93%	91%	*	90%
Writing	Accountability Data – 2011	Accountability Data – 2012	Accountability Data – 2013		Desired Performance – 2014
		STAAR	STAAR	ELA WRITING I & II EOC	
All students	99%	85%	80%	74%	90%
African-American	*	*	83%	*	90%
Hispanic	99%	86%	76%	66%	90%
White	99%	81%	82%	77%	90%
Economically Disadvantaged	99%	83%	74%	67%	90%
Special Education	99%	80%	92%	*	90%
Limited English Proficient	99%	71%	80%	*	90%
Science	Accountability Data – 2011	Accountability Data – 2012	Accountability Data – 2013		Desired Performance – 2014
		STAAR	STAAR	BIO & CHEM EOC	
All students	85%	85%	79%	82%	80%
African-American	60%	83%	82%	*	80%
Hispanic	81%	84%	73%	77%	80%
White	91%	86%	83%	83%	80%
Economically Disadvantaged	80%	79%	75%	82%	80%
Special Education	88%	82%	81%	*	80%
Limited English Proficient	71%	*	67%	*	90%
Social Studies	Accountability Data – 2011	Accountability Data – 2012	Accountability Data – 2013		Desired Performance – 2014
		STAAR	STAAR	W GEOG & W HIST EOC	
All students	93%	67%	69%	71%	90%
African-American	99%	*	70%	*	90%
Hispanic	89*	70%	58%	61%	90%
White	95%	68%	75%	75%	90%
Economically Disadvantaged	90%	62%	62%	65%	90%
Special Education	69%	79%	69%	*	90%
Limited English Proficient	83%	*	*	*	90%

Attendance Rate			
Year	2009-2010	2010-2011	2011-2012
Grade	All	All	All
Students	97.0%	97.2%	97.5%

College Admissions Tests		
Year	2011	2012
Grade	12 th	12 th
WISD Participating SAT/ACT	97.2%	91.7%
Average ACT Score		
Year	2011	2012
Wellington	20.3	18.6
ESC 16	20.3	20.1
State	20.5	20.5

Dropout Rate			
Year	2009-2010	2010-2011	2011-2012
Grade	9-12	9-12	9-12
All Students	0.6%	1.9%	0.6%

Completion Rate Grades 9-12					
Class of 2010	District	State	Class of 2011	District	State
Graduated	100%	88%	Graduated	97.4%	85.9%
Received GED	0.0%	1.6%	Received GED	0.0%	1.1%
Continued High School	0.0%	1.8%	Continued High School	0.0%	6.2%
Dropped Out (4-yr)	0.0%	8.6%	Dropped Out (4-yr)	2.6%	6.8%

**Wellington Independent School District
District Improvement Plan
2013-2014**

Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 1: To maintain STAAR reading scores for those students and student subgroups that have achieved 80%.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Disaggregated test data by grade, class, and subgroups and given to teachers to target areas of concern.	9/2013	Testing Coordinator Principals Classroom teachers Wellington SBDM	TEKS-Local STAAR/EOC Data	Improved planning for student needs; TAPR/STAAR/EOC reports	TPRI, AYP, EOC, STAAR
2. STAAR tutorials and STAAR Prep classes for targeted students needing enhanced instruction	Daily	Classroom teachers Principal	ARI & Title I funds	3 weeks progress reports Tutorial attendance	STAAR scores
3. Use of Accelerated Reader Program K through 8th to improve reading skills	6 weeks reports	Teachers Librarians Principals Counselors	Local/PTO	Book circulation	Student grades, TPRI, STAAR
4. STAAR/EOC Release/Benchmark Tests administered each 6 weeks to track student strengths and weaknesses; TPRI to monitor K-2	6 weeks reports	Principals Teachers K-8	Local	STAAR Release Benchmark scores TPRI	STAAR scores
5. Use computer technology for STAAR preparation and to detect weakness in reading skills; (TPRI will utilize Palm Pilots for testing K-2)	Daily	K-12 teachers Computer tech	Tumble Books, Odyssey, Study Island, Heartbeeps, Imagination Station, Headsprout, Palm Pilots, Brain Pop, Star Boards, Note Pads, Elmos, & iPads	Weekly reports Student performance grades Test data from lab grades	STAAR, TPRI, Benchmark Assessments

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Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
6. Employ ESL aide to assist Level 1 ESL students	Aug. 2013 - May 2014	Principals	ESL Funds	3 weeks grade reports	Semester grade reports
7. Counselor/Student conferences on test results	Spring sem. 2014	Counselors Principals Teachers	STAAR/EOC scores Software reports	Conference sign-in sheets 3 week grade reports	STAAR/EOC scores
8. Address tactile and kinesthetic learning styles in 9 th , 10 th , 11 th & 12 th grade English classes	Sept. 2013- May 2014	Teacher	Hands on manipulatives 1-1 laptops	Lesson plans	2013 STAAR/EOC spring results Grade reports
9. The language arts teachers will collect and store all STAAR/EOC resources in teacher classrooms	Aug. 2013- May 2014	Language Arts teachers	Study Island/STAAR Coach/STAAR Master Sharpen Up/Soaring Scores/Kamico Buckle Down/Better Test Scores STAAR Ready	Teacher/principal check list of materials	2013 STAAR/EOC results
10. Teachers will follow STAAR "mapping" calendar in each support area.	Jan. 2014	JH principal	Local	Lesson plans Documented teacher adherence to calendar suggestions	2013 STAAR results

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Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
11. Language arts teachers will network in literature selection	Aug. 2013 - May 2014	Language Arts Dept.	Existing books Local	Teacher lesson plans	STAAR Curriculum alignment meeting at end of semester
12. Junior High language arts teachers will incorporate historical based novels	Yearly	JH Language Arts teachers	Novels - Local	Teacher lesson plans Unit test	Assessment of use in individual classes
13. "Bubble Group" conferences (68%-75%) using TLI (Texas Learning Index) scores will be held for qualifying students	Term 2	JH Language Arts teachers	Benchmark Results TAPR reports - Local score	Number of student conferences	STAAR results
14. Implement Reading Enrichment 30 minutes block to target STAAR curriculum and STAAR objectives; GT, Extension, Language Development (ESL and Migrant), Special Education	6 weeks report	Elem. principal Grades K-5 teachers	Textbooks Phonics program GT Resource Center	Lesson plans Walk-throughs	Grades STAAR RPTE TPRI Benchmark Results

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Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
15. Tutorials offered to students on a daily basis on all campuses	Daily	Principals Teachers Counselors	State Comp \$89,692.88 1.83 FTE	Student achievement evidenced in daily work	Benchmark grades 3,4,5 3 weeks progress reports
16. Continue to align curriculum to STAAR objectives and TEKS	Weekly	Teachers SBDM contact Grade level leaders	Textbook Review materials Local	Grade level meetings documentation	STAAR scores
17. Elem. homework lab/tutorials 3:15 -3:35 p.m. to provide <u>at-risk</u> students extra time and certified teacher assistance completing daily class work and homework assignments	Daily	Teachers	Local	3 weeks progress reports	STAAR
18. Imagination Station, Starfall - Kindergarten	6 weeks reports	Teachers	Local	Progress reports Grades Data from lab	TPRI
19. All 9th, 10th, 11th grade language arts teachers will receive detailed reports of item analysis of Spring 2014 STAAR/EOC Reading	Sept. 2013- May 2014	High School Principal	Counselor Local STAAR data	3 week grades report	2012 STAAR/EOC results
20. Reading classes offered in Junior High	Daily	Jr. High Principal	Title I \$12,384.13 .24 FTE Title II Part A \$14,905.10 .24 FTE	Student achievement	Benchmarks Progress Reports

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Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
21. Grade Level Planning Meetings - guides instruction and preparations for all reading instruction	Weekly	Teachers K-5	Local	Grade level meetings Documentation	STAAR
22. Bluebonnet Reading Program - grades 3-5	January	Librarian Librarian Assistant	Library activity fund	Library circulation	Student list available
23. Texas Dyslexia Intervention Program is available to serve diagnosed dyslexic students	4-5 times weekly	J. Taylor	Local	Mastery Checks – Lesson #26, #39, #59, #85, #119, #137 & #146	Improved performance on STAAR Improved reading skills
24. Headsprout	Daily	Grades K-1	Region 16	Grades	Report cards
25. After school tutorials	Monday - Thursday	Classroom Teacher Grades 3-5	Computer lab Classrooms Teaching assistant	Student achievement Grades Test data	Report cards STAAR test

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Performance Objective 2: To maintain STAAR writing scores for all students.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. STAAR Release Tests given for practice and to track student progress	Yearly	Principals Teachers	STAAR Release Tests	Scores on STAAR Release	Improved STAAR/EOC test scores
2. Students in grades 1-5 will improve spelling by knowledge in spelling generalizations and weekly practice	Weekly	Grades 1-5 teachers	Textbook State	3 weeks progress reports	Weekly spelling test
3. STAAR Benchmark Tests in writing administered in grades 4 & 7 two times per year to track student strengths and weaknesses	Twice yearly	Classroom teachers	STAAR Benchmark	Improved writing skills STAAR Release scores	STAAR results
4. Based on teacher and administration consensus that 'good readers make good writers' our goal is to make a conscious effort to encourage reading and promote good writing habits using Accelerated Reader Program as an incentive.	Weekly	Principals Librarian Grades K-8 Teachers	PTO Fund Local AR	Student performance on daily writing assignments Library circulation	STAAR results Report cards
5. All 9 th , 10 th & 11 th grade Language Arts teachers will receive a detailed item analysis report of Spring 2013/EOC writing campus results	Yearly	Principal	Counselor EOC data	3 week grade reports	STAAR/EOC Spring results
6. Language Arts teachers will utilize BrainPop to reinforce grammar skills	Weekly	Jr. High teachers	Web	Teacher lesson plans	Improved writing scores

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Performance Objective 2: To maintain STAAR/EOC writing scores for all students.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
7. Incorporate the skill of good writing across the TEKS curriculum-reading, math, English, social studies, and science	Weekly	Teachers	Local	Improved writing skills	STAAR & AYP scores
8. Students not completing writing assignments are encouraged to complete work in Homework Lab or attend ZAP	Daily	Teachers Grades K-8	Local	Scheduling allows for daily homework lab After school ZAP program	Increase student success
9. Students will write in different forms for different purposes – journal, composition, quick writes, narrative and expository writings	Weekly	Teachers Grades 1-8	Local	Portfolios Writing samples	Increase student success
10. Language Arts teachers will arrange publications of students work	Yearly	Teachers	Local writing contests Newspaper Website	Publications	Improve writing scores
11. Students apply standard grammar and usage according to the TEKS curriculum	Weekly	Teachers	Local	3 & 6 weeks grades Writing samples Portfolios	Student performance on STAAR/EOC writing results
12. Implementation of VI Cows Writing Traits and Smiley Face Tricks	Weekly	Teachers 4 th grade	Learning Walls	Improve writing skills	Increase quality of students' Writing
13. Teachers will use Study Island or TEA materials to evaluate student weaknesses for STAAR	Yearly	Principal Teachers	Local Study Island	Study Island testing results	Benchmarks/STAAR results
14. Language Arts teachers will provide instruction to all students, proof-reading preparations for STAAR	Daily	Teachers Grades 6-8	"Caught Ya" Grammar with a Giggle	Teacher lesson plans	Unit tests Improved revising and editing results

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Performance Objective 2: To maintain STAAR/EOC writing scores for all students.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
15. Grades 6-12 English classes will utilize laptops for revising and editing.	As scheduled	Language Arts teachers	Local	Folder of student work	Student work
16. Intensive review schedule outlined for readiness of STAAR/EOC skills	Weekly	Grade 3-5 teachers	Countdown to STAAR/EOC writing	STAAR/EOC test data for students performance	STAAR/EOC
17. Internet, TV monitor, projectors, smart boards, ELMOs, and laptops	Yearly	Principals Teachers	Local, Internet Zephyr Grant	Teacher lesson plans	Benchmark STAAR results
18. Use "Scope Magazine" to reinforce grammar and literary skills	Yearly	6-8 teachers	Scope Magazine Local	Teacher lesson plans	Worksheet from Scope Magazine
19. Address tactile & kinesthetic learning styles in 9 th through 12 th grade ELA classes	Weekly	Teacher	Hands on manipulatives with 1 -1 laptops	3 wk grade reports	STAAR/EOC results
20. Teachers will use My Access to improve writing skills for STAAR/EOC test	Weekly	Principals Teachers	turnitin.com	My Access test results	Benchmark STAAR/EOC results
21. Counselor/student conference on test results	May, 2014	Counselor (Klink)	EOC results	Lesson plans	EOC spring results
22. Teachers will use learning strategy reports and student reports to detect weaknesses in writing skills	Yearly	Principals Teachers	Textbooks Computer Reports Local	3 week grade reports	STAAR/EOC results
23. Spellingcity.com	Weekly	Grades 1-5	Web	Student performance on spelling games	Weekly spelling test
24. The principal will review current testing reports with teachers and assess low skill areas	Aug/13-14	Principal	TEKS-Local	TAPR/STAAR/EOC report	2014 STAAR/EOC results

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Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 3: To achieve a 90% passing rate for students at all levels for STAAR and EOC math tests by May

Strategy/Activity	Timeline	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. STAAR math and Algebra I & II EOC scores disaggregated by grade, class, and subgroups and given to teachers to target areas of concern	Yearly	Counselors Teachers Principals	Counselor STAAR data	Teacher Plan meetings 2012 STAAR scores	Improved STAAR/EOC scores
2. STAAR tutorials and STAAR Prep classes for students targeted for needing enhanced instruction	Daily	Principals Counselors Teachers	Comp. Ed. funds	3 weeks progress reports	Tutorial attendance Final course grade
3. EOC released questions/tests	Yearly	Principals Counselors Teachers	Release Test	Scores on Release Test	Improved scores
4. Student conferences on test results	Yearly	Principals Counselor Teachers	STAAR/EOC scores Benchmarks	Improved Benchmarks Percentage passing STAAR/EOC	STAAR results Graduation
5. To increase and maintain skill with math facts regular practice with 'mad minute' - grades 1, 2, 3, & 4	Daily	Teachers	Local	Lesson plans Assessment Documentation	Improved math skills 3 weeks progress reports
6. Benchmarks given	6 weeks	Teachers Grades 3-12	Local	Documentation thru assessments on file	STAAR math results Promotion

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Performance Objective 3: To achieve a 90% passing rate for students at all levels for STAAR and EOC math tests by May

Strategy/Activity	Timeline	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
7. Power up lesson to provide problem solving strategies as well as STAAR format	Daily	Teachers Grades 3-5	Local	Lesson plans	Improved achievement of problem-solving skills 3 wk progress reports
8. Lab tutorials -Monday through Thursday 3:35 p.m. (elem.) & 8:00-8:30 a.m. (secondary)	Daily	Teachers	Local	Lesson plans	Improved achievement of problem-solving skills 3 wk progress reports
9. Heartbeeps, Brainpop, Starfall, Imagination Station & STAAR Study Island software implemented in K-5 to provide enrichment and tutorials	Weekly	Grades PreK-5	Local/Grant	Promotion, STAAR, ITBS, TPRI	Improved math skills for TEKS & STAAR
10. Brainpop Study Island and/or other STAAR practice strategies and computer software implemented in 6-12 to provide enrichment & tutorials to target weak areas	Weekly	Teachers Grades 6-12	Local/Grant	Benchmarks/STAAR	STAAR test
11. Teachers will use learning strategy reports and/or student reports from computer software to detect weakness. All students in grades 6 - 12 have a school issued laptop	Yearly	Principals Teachers	Local	Scores from pre-test 3 week grade reports 2012 STAAR results Benchmark results	2014 STAAR/EOC results Post tests
12. Incorporate Saxon Math strategies; a spiral math program to provide daily review of grade level objectives	6 weeks	Teachers Grades K-5 Principals	Local	Curriculum alignment team meetings	3 week progress reports
13. Pull-out program for targeted students	As needed	Principals	Local	3 wk grade reports Benchmark results	6 wk grade reports STAAR

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District Improvement Plan
2013-2014**

Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 3: To achieve a 90% passing rate for students at all levels for STAAR and EOC math tests by May

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
14. Students will be cognizant of math across the curriculum in reading, math, science, and social studies	6 wks	Principal Teachers	Local	Team meetings	3 week progress reports
15. Progress monitoring	6 wks	Grades K-2	Local	Documentation on file	Improved math scores
16. Daily Think About It	Daily	Grade 2	Local	Grades	Promotion
17. STAAR Target	Daily	Grade 3 & 4	Local	STAAR benchmark data	STAAR
18. Regular use of manipulatives in grades K-5	Daily	Teachers Grades K-5	Local	STAAR	Increased problem-solving skills 3 week progress reports
19. Daily Saxon math meeting	Daily	Teachers Grades K-2	Local	Lesson plans	Improved achievement in problem-solving skills 3 week progress reports
20. Follow STAAR calendar in each support area (SSI) grades 6-8; (summer tutorials 5 th /8 th grades)	6 weeks June	Principal	Local ESC 16	Documented following of calendar Lesson plans	STAAR results
21. Student success initiative requires parent and student notification of students at risk in math	Oct. 13 Jan. 14	O'Rear	2013 STAAR Scores	Scores from STAAR 2013 and benchmarks	2014 STAAR results
22. iPads	Weekly	Teachers K-5	EMAT, Local	Student performance	STAAR results
23. Hire math tutor for STAAR pull-out sessions, grades 6-8	Feb-April	Principal	Local	Student performance	STAAR results

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Performance Objective 4: To prepare all students and student subgroups for STAAR/EOC Science 2014. Increase science scores on STAAR/EOC 5% by 2014.

Strategy/Activity	Timeline	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Primary students will be given weekly opportunities using science materials to observe, examine, compare and contrast and sort by similarities.	Weekly	Elem. teachers Parent volunteers	Apple lease & server support	Documentation of lesson plans	Science STAAR results
2. Heartbeeps, Study Island & Imagination Station software implemented to increase instruction time for science skills.	Daily	Teachers 1-5	Local	Improved TEKS science instruction documented through student performance - STAAR	STAAR
3. Use of academic and STAAR/EOC tutorials to assist students.	Aug. 2013- May, 2014	Principal Teachers 9-12	Local	3 week grade reports	STAAR/EOC Semester grade reports
4. Counselor/student conference on test results	May 2014	Klink	STAAR scores EOC	Lesson plans	2013 STAAR/EOC Spring results
5. All 10 th grade Science teachers will receive 2013 Biology EOC test results.	Sept 2013 May, 2014	HS principal	Local Counselor	3 week grade reports	2013 STAAR/EOC spring results
6. Teachers will use learning strategy reports and student reports from computer software to detect weaknesses in science skills.	Aug. 2013 – May, 2014	Teachers 9-12 Ashmore	Local Computer reports	3 week grade reports	2013 spring STAAR/EOC results Grade reports
7. Teachers will use online resources to evaluate student weaknesses for STAAR/EOC	Aug. 2013 – May, 2014	Teachers Principal/ Counselor	Local	Study Island testing results	2013 STAAR/EOC results Grade reports
8. Purchase technology to improve teacher/student interaction: Brain Pop, Smart Board, Quia and Elmo overheads	As needed	Tim Webb Kurt Ashmore	Local	Teacher survey	

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Performance Objective 4: To prepare all students and student subgroups for STAAR/EOC Science 2014. Increase science scores on TAKS 5% by 2014.

Strategy/Activity	Timeline	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
9. Laptops will be used to guide students to access Internet resources effectively.	Aug. 2013 – May, 2014	Teachers	Local	Enhanced classroom performance	2013 STAAR/EOC results Grade reports
10. Teachers will receive training in preparation for EOC assessment to be given in 2013-2014	June, 2013- May, 2014	Teachers HS principal	Region 16	3 week grade reports Benchmark results	2013 EOC results
11. Odyssey Look at credit recovery program	Sept., 2013- May, 2014	HS principal Counselor	Odyssey Local	Dropout percentage decrease	Graduation rate
12. Fire Prevention Program	Oct., 2013	PK-5	Wellington Fire Dept.	Lesson plan documentation	STAAR
13. Incorporate Internet research projects/ supplemental materials	As scheduled	Jr. High Science teachers	ESC 16 Local	Documentation in lesson plans of days spent in collaboration with TEKS objectives	Classroom test scores
14. Implement drug free education in health classes	Per lesson plans	Jr. High Health teacher	ESC 16 Local	Documentation in lesson plans	Possible improvement Drug Free Schools
15. Science lab	Weekly	PK-5 teachers	Local/PTO	Documentation of lesson plans	STAAR results
16. Six Weeks Benchmarks	Each six weeks	5th grade teachers	Local	Test data	Improved Science STAAR/EOC scores

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Performance Objective 4: To prepare all students and student subgroups for STAAR/EOC Science 2014. Increase science scores on STAAR/EOC 5% by 2014.

Strategy/Activity	Timeline	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
17. Science tutorials	After school	Grades 3 & 5	Computer lab	Study Island report	Improved science STAAR scores
18. Health class for 8th grade	Semester	Jamie Richardson	Textbook	Student/teacher evaluation of unit	Classroom testing
19. Science labs	Weekly	Teachers PK-5	Local/PTO	Documentation lesson plans	STAAR/EOC
20. Target STAAR areas grades 6-8	As scheduled	JH science teachers	Release tests/ STAAR Practice & Mastery/Study Island/Buckledown Coach	Pre-tests & post tests scores	2014 STAAR results
21. Mill Iron Ranch field trip	April	5th grade teachers	County Extn. Office	Documentation lesson plans	Student participation
22. Brain Pop Interactive Technology	Weekly	4 th & 5 th gr.	Apple lease and server support	Documentation lesson plans	STAAR
23. Brain Pop Jr. Interactive Technology	Weekly	3 rd grade	Apple lease	Documentation lesson plans	STAAR
24. "Predators in Classroom"	April	5 th grade	County Extn. Office	Documentation lesson plans	Student participation
25. "Eggs to Chick"	April	1 st grade	County Extn. Office	Documentation lesson plans	Increased knowledge of stages of life

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Performance Objective 4: To prepare all students and student subgroups for STAAR/EOC Science 2014. Increase science scores on STAAR/EOC 5% by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
26. SRA Science Labs	Weekly	Grades 3, 4 & 5	PTO	Improved TEKS instruction	STAAR
27. 5th grade poster/project displays	Monthly	Grade 5	Local	Documentation lesson plans	Student participation
28. Online Cinch Science	Daily	Grade 5	Local	Documentation lesson plans	STAAR
29. STAAR prep/practice	Post chapter	JH science teachers	STAAR review STAAR pre/practice booklets	Documentation lesson plans & individual scoring	STAAR scores
30. Make evening study sessions for junior high available the week before STAAR	As scheduled	J. Richardson	Release Tests /STAAR Coach/STAAR Practice & Mastery	Scores from practice tests	STAAR scores
31. Virtual online field trips	Monthly	K-5	Apple lease	Documentation lesson plans	Student participation
32. 6 week Benchmarks	Each 6 wks	Grades 5-8	Local	Test data	Improved science STAAR scores
33. Use of Cinch, supplemental curriculum	Per chapter	JH science teachers	Supplemental adopted	Lesson plans	Online resources & quizzes
34. Math & science classes will collaborate on project to reinforce STAAR Obj.	Yearly	Science & math teachers	Local	STAAR results	Lesson plans

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Performance Objective 4: To prepare all students and student subgroups for STAAR/EOC Science 2014. Increase science scores on STAAR/EOC 5% by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
35. Attend Region 16 workshops	As scheduled	JH Science teachers	Region 16 Local	Certificate of attendance	Strategies to improve teaching of TEKS
36. Use lab activities to reinforce TEKS	As scheduled	JH Science teachers	Textbook/Internet/ workshops	Post lab write-ups and discussion	STAAR scores
37. Use of computer technology for note taking, vocabulary and interactive science websites	Daily	JH Science teachers	Local	Teacher evaluation Online quizzes	On-line quizzes
38. Ag Day	Nov. 1	5th grade	Childress Ext. Office	Pre/post test data	Improved knowledge of Ag related items
39. United streaming	Weekly	Teachers K-5	Apple lease	Documentation of lesson plans	Student participation
40. Butterfly pavilion	April	Grades K-5	Local	Teacher observation	Student participation
41. Plant growth	Sept.	Grades PK-5	Local	Teacher observation	STAAR
42. Robomania	May	Grade 3	Local	Documentation of lesson plans	Student participation
43. Science Center	Weekly	PK	Local	Teacher observation	Student participation
44. Pumpkin Unit	October	Grade 1	Local	Documentation of lesson plans	Student participation
45. Weekly Reader	Weekly	Kindergarten	Local	Documentation of lesson plans	Student participation

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Performance Objective 4: To prepare all students and student subgroups for TAKS/STAAR Science 2014. Increase science scores on TAKS 5% by 2014.

Strategy/Activity	Timeline	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
46. First Thanksgiving	Nov.	3 rd Grade	Local	Documentation of lesson plans	Student participation
47. Field trip to river	May	PK & 2 nd	Local	Documentation of lesson plans	Student participation
48. Mobile dairy class	Oct.	K-5	Local	Documentation of lesson plans	Student participation

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Performance Objective 5: To prepare all students & student subgroups for STAAR/EOC Social Studies 2014. Increase social studies scores on STAAR/EOC by 4% by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Jr. high & high school social studies teachers will receive report on results of previous testing	Aug. 2013	Counselor Principal Teacher	Region 16 training	Team meetings	Percentage passing test scores above state average
2. All social studies teachers will use learning strategies to enhance learning and retention of knowledge	Daily	Teachers Principal	Local	Staff development	Passing scores on STAAR/EOC exams in 2014
3. All social studies teachers will review TEKS objectives and ensure their inclusion in the lesson	Daily	Principal Teachers	Local	Staff development	Passing scores on STAAR/EOC exams in 2014
4. Tutorials for those students in need of extra help	Daily	Teachers Counselor Principals	Comp. Ed. \$89,692.88 1.31 FTE	Tutorials roll sheet 3 week progress reports Report cards	STAAR/EOC
5. Employ ESL aide to provide help for level 1 ESL students	Yearly	Principal Teacher aide	ESL funds	Improved grades	Scores of ESL students
6. Use computer technology for STAAR/EOC preparation	Bi-monthly	K-12 teachers	Study Island Net Trekker Internet	Periodic reports	STAAR/EOC scores

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Performance Objective 5: To prepare all students & student subgroups for TAKS/STAAR/EOC Social Studies 2014. Increase social studies scores on TAKS/STAAR/EOC 4% by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
7. Students will increase amounts of time spent with maps in social studies classes grades K-5	Weekly	Social studies teachers K-5	Local	Documentation in lesson plans	2012 STAAR, ITBS scores
8. African-American Awareness Month to share cultural facts with students	Jan. 2014	Library aide	Local	Library lesson plans	Student participation
9. Disperse booklets of goals/scope of TEKS social studies	Aug 2013 - May 2014	Principal Social studies teacher	TEA-State	Teacher checklist	2013 STAAR scores
10. Administer 2013 STAAR & STAAR MASTER release test and all year instruction in low skills area prior to STAAR in 8th grade	Term 2 Monthly	Social studies & history teachers	Counselor Local	Release test scores Progress reports	2013 STAAR scores
11. 8th grade have weekly STAAR Skills Day	Weekly	Social studies teacher	Release tests Local	Student/teacher evaluation Progress reports	2013 STAAR scores
12. Emphasize "bubble" group conferences with individual groups taking TAKS	As needed	Teachers	Resource files	Score from current Release Test	2013 STAAR scores
13. EOC Labs	Daily	Teachers Principal Counselor	EOC Study Materials	Test results	2013/2014 EOC scores
14. All 12th grade students who have not passed the social studies portion of TAKS will attend TAKS tutorials.	October 2013	Counselor HS principal		6 weeks report card	2013 Exit results
15. Counselor/student conferences on test results	Yearly	Counselor	Test scores	Semester grades report	Percentage passing TAKS/EOC Graduation

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Performance Objective 5: To prepare all students & student subgroups for TAKS/STAAR/EOC Social Studies 2014. Increase social studies scores on TAKS/STAAR/EOC 4% by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
16. Teachers will use Study Island to evaluate student weaknesses for STAAR	Aug 2013 - May 2014	Principal Counselor Teachers	Local	Study Island testing results	2012 STAAR results
17. Grades K-5 will attend video field trips	Sept. 2013 -May 2014	Librarian Teachers	Local	Teacher observation	Student participation
18. K-5 students will have learning opportunities such as colonial village, Christopher Columbus play and states PowerPoint presentation	Aug. 2013 - May 2014	Teachers	Local	Teacher observation	Student participation
19. Teachers will use iPads to teach, review, & simulate TAKS objectives	Weekly	Teachers	Local	Teacher observation	Student participation
20. All 10th & 11th grade social studies teachers will receive a detailed report of item analysis of the spring 2013 STAAR social studies test campus results	Sept 2013 - May 2014	HS principal	Counselor STAAR data Local	3 weeks grades	2013 STAAR spring results
21. Field trip to Elk City	May 2014	3rd grade teacher	Elk City Museum	Teacher observation	Student participation
22. Teacher will use a variety of STAAR/EOC materials and include STAAR question on chapter tests and within classroom lecture to prepare students for TAKS tests	Sept 2013 – May 2014	Teachers - high school	Local Curriculum products	Benchmark tests	STAAR
23. Teachers will use learning style reports and student reports to detect weaknesses in social studies skills	Sept 2013 - May 2014	Teachers HS principal	Local Computer reports	3 week grade reports	2013 STAAR spring results Grade reports

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Performance Objective 6: Adequately serve the needs of students identified with dyslexia so that 100% of dyslexic students meet state academic standards by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Provide for identification, evaluation and placement of students with dyslexia	As needed	Principals Counselors Teachers	Local	Documentation of proper placement of dyslexic students	Promotion rates STAAR Percentage exiting program
2. Maintain staff members trained in dyslexia disorders.	As needed	Principals	Region XVI Local	Teacher certification	Turnover rate Quality of service provided for student
3. Provide Texas Dyslexia Intervention program to identified students	4-5 times each week	Dyslexia teachers	Local	3 weeks progress reports Mastery checks: #26, 39, 59, 85, 119, 137 & 146	Mastery checks TEKS STAAR Improved reading skills Report cards
4. Provide training for new teachers on Wellington school dyslexia plan	As needed	Principals	Local	Percentage participating	Practices used in classroom; Sign-in sheet
5. Research reading programs to improve reading skills	Yearly	Principals	Local	Cost & benefit & number of students involved	Purchase program for reading improvement

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Performance Objective 7: Increase academic performance of state scores for all migrant children by achieving 90% of students with score 70 or above on STAAR/EOC and remain on track to graduate from high school

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Migrant students will be identified promptly and tracked accordingly utilizing a timely record transferral system	Daily	Migrant coordinator	Migrant funds	Identifying and serving migrant population	Student success rates STAAR/EOC
2. As high mobility rates create barriers to equitable participation, the district will provide ample opportunities for learning through extensive in school tutoring and mentoring programs	Daily	Migrant coordinator Campus Administrator	Migrant funds	Student enrollment data	Improved student performance on STAAR/EOC
3. Services for migrant students will be coordinated with local social services	Daily	Migrant coordinator	Migrant perf. log	Services implemented	Documentation
4. Migrant counselor to see migrant students on regular basis	Monthly	ESC migrant counselor	ESC 16	Curriculum and character traits addressed	Documentation of counseling sessions
5. Counseling services provided by school counselor	Daily	Counselor	Migrant Local	Improved student behavior-reduction in discipline referrals	Counselor documentation
6. Conduct a survey at the beginning of the year to monitor any qualifying moves that were made through the year	Aug. 2013	Migrant coordinator	Survey	Survey	Tracking forms
7. Parental involvement	Aug. 2013 May 2014	Migrant coordinator	ESC 16	Paper trail of attendance	Increased parental involvement at school
8. Before Sept 1, complete the Identification and Recruitment	Aug. - Sept. 2013	Migrant coordinator	Local	Survey	Documentation
9. We will conduct all required activities, as outlined in the NGS Implementation Guidelines for ESCs & LEAs	July 2013- June 2014	Migrant coordinator	N/A	Student enrollment data	NGS
10. Coordinate with school staff and the IMIP to ensure that migrant students who have failed any subject area of the Statewide Student Assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation	Weekly	Campus Admin. Migrant coordinator	School migrant tracking form	3 wk progress report	Documentation

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Performance Objective 7: Increase academic performance of state scores for all migrant children by achieving 90% of students with score 70 or above on STAAR/EOC and remain on track to graduate from high school

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
11. Provide presentation/information to school staff to increase awareness of migrant middle school students' need for academic and nonacademic problems or concerns.	Aug. 2013- As needed throughout school year	Region 16 School	Region 16 Migrant paper-work	Documentation	Documentation
12. Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children	Aug. 2013- As needed throughout school year	Migrant coordinator	School	Services implemented	Documentation
13. Based on identified needs, coordinate with appropriate school staff and other local, state, and federally funded entities to provide services to out-of-school migrant youth	Aug. 2013- as needed throughout school year	Region 16	Region 16	Documentation	Documentation
14. Designate a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations	May - Aug. 2014	Migrant coordinator	School	NGS report	Report
15. District policy to ensure that new and late entry migrant students have appropriate course placement and 'catch-up' opportunities	Aug.-May 2013-2014	Superintendent Counselor	School	3 wk progress reports	Report card

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Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
16. The <i>Close Up Washington Experience</i> is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Fall, 2013 - application Winter 2013-2014 - online course Summer, 2014 – trip	Region 16	Region 16 SSA MEP Funds	Application	Sign-in sheet
17. <i>High School Leadership Retreat</i> – Conduct a two day workshop for migrant high school students to enrich and expand their leadership skills. They will participate in a Ropes Course which will enhance their team-building skills and encourage bonding. A panel of professionals with migrant roots will address the issues migrant students are facing and help them access resources and mentoring opportunities. Students will have a college experience at WTAMU. Students are encouraged to get acquainted with and network with other migrant students from across the region.	October, 2013	Region 16 Migrant Coordinator	Region 16 SSA MEP Funds	Documentation	Sign-in sheet

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Performance Objective 7: Increase academic performance of state scores for all migrant children by achieving 90% of students with score 70 or above on STAAR/EOC and remain on track to graduate from high school

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
18. Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID & R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	Daily	Migrant Coord.	Migrant funds	Documentation	Documentation
19. Conduct ID & R activities as outlined in the ID & R plan in the Texas Manual for the Identification and Recruitment of Migrant children.	Daily	Migrant Coord.	Migrant funds	Documentation	Documentation

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Performance Objective 8: To provide adequate information to migrant families along with acceptable instruction for their children - Action plan for "Priority for Services"

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Make periodic home visits to update parents on the academic progress of their children	Aug. 2013 - May 2014	Campus Admin. Migrant coord.	School	3 wk progress reports	Report cards
2. Monthly review of "Priority for Service" report to identify students to whom to target services first and foremost	Aug. 2013 - May 2014	Campus Admin Migrant coord.	Migrant paperwork	Review tracking forms	Report cards
3. Action plan for serving "Priority for Services" students	Aug. 2013 - May 2014	Campus Admin.	School	STAAR/EOC Report Cards	Percentage passing
4. Track the academic progress of students identified as "Priority for Service" to ensure that their needs are being met	Aug. 2013 - May 2014	Campus Admin. Migrant coord.	School Migrant tracking report	3 wk progress reports	Report cards
5. Run NGS at the first of each month to share with MEP and other LEA and campus staff as appropriate	Aug. 2013 - May 2014	Region 16	ESC 16	PFS monthly	PFS file of monthly reports
6. District policy to ensure that new and late entry migrant students have appropriate course placement and 'catch-up' opportunities	Aug. 2013 - May 2014	Superintendent Counselor	School	3 wk progress reports	Report cards

Wellington ISD Priority for Service (PFS) Action Plan for Migrant Students

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state’s challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2013-2014	
Grades 3-12	Students who failed one or more sections of the STAAR, EOC, or are LEP Exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the STAAR/EOC testing period for their grade level, including Ungraded (UG) or Out of School (OS) students; and have their school interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental program Component, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the NCLB Consolidated Application for Federal Funding, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

2013-2014 Priority for Service (PFS) Action Plan

Wellington ISD

<p>Goal(1): Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate performance in reading, writing, mathematics, social studies and science.</p>	<p>Objective(8): To provide adequate information to migrant families along with adaptable instruction for their children –Action plan for “Priority for Services”</p>
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Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	August 13 May 14	Region16	PFS Monthly Reports
➤			
➤			
➤			
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
➤	May 14	Campus Admin.	Telpas Results
➤		Teachers	Bench marks/STAAR
➤		Counselors	Report cards
The PFS Action Plan must include the following:			
1. When, in your school year calendar, the Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			
➤	August 13	Migrant Coordinator	Contact log
➤	May 14		
➤			
2. When, in your school year calendar, the district’s Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
➤	August 13	Campus Admin.	Report cards
➤	May 14	Migrant Coordinator	Contact logs
➤			

2013-2014 Priority for Service (PFS) Action Plan

Wellington ISD

3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.			
➤ STAAR pull-outs	August 13	Teachers	Tutorial Sign-in sheet
➤	May 14	Migrant Coordinator	Contact log
➤			
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.			
➤	August 13	Campus Admin	Tutorial/Reports
➤	May 14	Teachers	Opportunity center sheet
➤		Counselors	
5. What federal, state and local programs service Priority for Service students?			
➤	August 13 May 14	Campus Admin./Teachers	Heartbeeps/Imagination Station/Brainpop/ Headsprout/Study Island/ESL pull-outs/ school tutorials/Quia
➤			
➤			
The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).			

2013-2014 Priority for Service (PFS) Action Plan

Wellington ISD

Additional Activities	Timeline	Person(s) Responsible	Documentation
Daily tutorials-with Bi-lingual aide	Daily	Admin./teachers/ Migrant Coordinator	Student contact log Student Performance Log
Homework lab	Daily	20 min. aides	Student contact log

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Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 9: Provide all students with needed support to STAAR/EOC. 90% of all children will pass STAAR/EOC by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Review school-wide Title I program in place at a School/Parent Compact meeting	Oct. 2013	Principals Committee members	Local	Meeting notes, Services directed to all students	Improvement in meeting individual student needs, Parent response, Compact on file
2. Daily reading classes will be assisted by Title I/Comp Ed. teaching assistant to help teachers meet needs of students	Daily	Elem. principal Teaching assistant	Title I - \$49,124.17 2.0 FTE Comp Ed. - \$52,325.30 2.49 FTE	Increased reading performance	TPRI, STAAR/EOC
3. Provide staff development	Aug. 2013	Supt.		Professional speaker to train all staff	Sign-in sheets Certificates
4. Provide program information in home language School/Parent Compact available in Spanish/English; STAAR/EOC data available in Span/Eng	Sept. 2013 June 2014	Principals	Local	Increased parent participation	Compact on file STAAR/EOC documentation Parent response
5. Interpreter provided at parent meetings (if needed)	Fall/Spring semester meetings	Principals	Local	Increased parent participation	Meeting minutes Parent sign-in Continued parent involvement

**Wellington Independent School District
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Performance Objective 9: Provide all students with needed support to acquire knowledge and skills necessary to meet the state performance standards developed for all children: ESEA Performance Goals and STAAR/EOC. 90% of all children will pass STAAR/EOC by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
6. Instruction in Study Island, Odyssey, Imagination Station & Headsprout software available to all students K-12	Daily	All teachers	Local	Increased TEKS practice; Lesson plans	Improved student performance in reading, social studies, math, science & writing; Benchmark/STAAR/EOC results
7. Library reading materials increased for interest and participation of AR Program	Yearly	Librarians	PTO	Increased reading levels	AR reading reports
8. Intense remediation provided in reading and math by two part-time teachers that are hired in the spring to work half a day with targeted students in grades 3-8	Jan. - April 2014	Elem principal JH principal	Title I - \$1,323.00 Title II Part A \$2,500.00	Lesson Plans	Benchmarks/ STAAR/EOC results
9. AR reading program will continue to be used to enhance reading appreciation and improve reading skills	Daily	JH reading teachers	Local	Increased reading levels	AR reading reports
10. Intense remediation provided in math and science by part-time teacher to work with targeted 6-8 students	Jan - April 2014	JH principal	Title II, Part A - \$500.00	Lesson plans	Benchmarks STAAR/EOC Results

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Performance Objective 9: Provide all students with needed support to acquire knowledge and skills necessary to meet the state performance standards developed for all children: ESEA Performance Goals and STAAR/EOC. 90% of all children will pass STAAR/EOC in 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
11. ESEA Performance Goals are incorporated for 'No Child Left Behind' (NCLB)	Daily	Principals Counselors Teachers	Title I	TEKS addressed in lesson plans	Increased student performance - TPRI, STAAR/EOC
12. Use of effective methods and instructional strategies that are based on scientifically based research, (Heartbeeps, Study Island, Imagination Station, Buckle Down, Headsprout)	Daily	Principals Teachers	State	Lesson plans Report cards	Improved student success- STAAR/EOC scores; TPRI
13. Federal Program funding combined to implement school-wide program.	Daily	Superintendent Principals	Title I, ARI, Sp. Ed, Head Start, Fed. Grant/ Technology Grant	Opportunities for all students	Improved student success STAAR/EOC; AYP
14. Additional educational assistance provided for students needing help in meeting State academic standards - Tutorials, Homework Lab, Technology Labs, Accelerated Reading, Math and Science Instruction; added Reading Enrichment Block	Daily	Principals Teachers	Title I, ARI, Sp. Ed, Head Start, Fed. Grant/ Technology Grant	Mandatory tutorials, tutorial list, lesson plans, instructional schedules	Improved student performance – STAAR/EOC, TPRI

**Wellington Independent School District
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Performance Objective 9: Provide all students with needed support to acquire knowledge and skills necessary to meet the state performance standards developed for all children: ESEA Performance Goals and STAAR/EOC. 90% of all children will pass STAAR/EOC in 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
15. Planning Components for Title I school-wide Programs - No Child Left Behind Act of 2001 are addressed on the following 19 pages	Daily	Principal	Title I	STAAR/EOC, TPRI results	Percentage of teacher turnover
16. Adequate Yearly Progress - Students will meet performance standards: reading, language arts & mathematics for all student groups	2013-2014	Principals Teachers	Local, State, Federal funding	Guidelines adhered to - NCLB; AYP results	STAAR/EOC results – Gr. 3-11
17. Individual Education Plans in place for all at-risk students identified as failing one or more sections of STAAR/EOC.	2013-2014	Principals Counselors Teachers	Local	Individual plans for screening	STAAR/EOC results Grades 3-11
18. Grade level entrance booklets sent home to parents	Sept. 2013	Principal	Title I	Improved communication to parents	STAAR/EOC, TPRI
19. 'Parent Policy' made available to reflect input from parents, grade level goals, and parent involvement	Sept. 2013	Principals	Local	Builds capacity for parents to be involved and increase communication from school to home	Policy on file
20. Head Start Pre-K (funded 1/2 day)	Daily	Head Start/ Pre-K teachers	Comp. Ed. \$23,834.93 .5 FTE	Increase parental involvement Attendance records Readiness checks	Brigance Test/NRS Assessment

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Performance Objective 9: Provide all students with needed support to acquire knowledge and skills necessary to meet the state performance standards developed for all children: ESEA Performance Goals and STAAR/EOC. 90% of all children will pass STAAR/EOC by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
21. Kindergarten	Daily	Kindergarten teachers	Comp Ed. - \$38,956.31-1.06 FTE Title II - \$21,376.92 - .5 FTE	3 & 6 wks grade reports	Improved performance on assessments TPRI
22. Reduce class size for better instruction in English I, English 3, Biology, Spanish I, 6 th , 7 th , 8 th Reading, 8 th Math & 8 th US History	Daily	HS teachers JH teachers	Comp Ed. - \$12,707.01 - .24 FTE Title I - \$49,372.39 - .96 FTE Title II Part A - \$14,905.10-.24 FTE	3 & 6 wks grade reports	STAAR/EOC Promotion
23. Provide a junior high testing coordinator to assist with students' needs	Aug. 2013 - May 2014	Testing coordinator	Title I - \$23,553.37 - .36 FTE	Grade reports	Grade reports STAAR/EOC scores
24. Comprehensive Needs Assessment – STAAR/EOC	Sept. 2013	Principals	Local	Guidance of specific needs; improved communication	STAAR/EOC test results
25. Pay JH/HS staff	2013-2014	Supt.	EDU - Education Job Fund Grant	Improve academic performance	Report cards STAAR/EOC assessments

**Wellington Independent School District
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Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 10: To maintain/improve attendance rate of 97% for the 2013-2014 school year. To improve attendance by .5% by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Attendance Review Committees are responsible for monitoring student absences	6 weeks	Principals Committee members	Local	Review of student absences Comm. Mtgs. documentation	PEIMS attendance reports
2. Incentives and incentive programs implemented for extrinsic methods in place to address attendance and perfect attendance	Every 6 weeks	Principals	Local	Improved attendance rate	Graduation rate STAAR/EOC scores
3. Awards Assembly - presentations to students for 'Perfect Attendance'	May 2014	Principals	Local	Attendance committees	PEIMS attendance reports
4. Summer school to help students with excessive absences regain credit	Summer 2014	Principals	Local	Curriculum - TEKS	Courses passed by summer school students/Att. record
5. Required note for absences	Daily	Principals	Local	Attendance records – PEIMS	Documented evidence on file
6. Parent notification from administrators' offices detailing number of days accumulated absences; 5 days, 10 days, and 15 days	Sept. 2013- May 2014	Principals	Local	Attendance records – PEIMS	Documented evidence on file
7. Phone calls and home visits by campus administrators to follow up on excessive absences	Daily	Principals	Local	Increased parent awareness of attendance policies	PEIMS attendance reports STAAR/EOC scores
8. Tutorials for students on a daily basis on all campuses	Daily	Principals Counselor Teachers	Comp Ed. \$89,692.88 1.31 FTE	Progress reports	Percentage of at-risk students who maintain 70 or above in all classes
9. Counselor will identify and serve JH and HS students at-risk of dropping out of school and advise them accordingly	Daily	Counselor Principals	ESC 16 Local	Counselor's log	2012-2013 TAPR Report

**Wellington Independent School District
District Improvement Plan
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Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 10: To maintain/improve attendance rate of 97% for the 2013-2014 school year. To improve attendance by .5% by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
10. 1st, 3rd, 5th 8th, 10th, 12th grade student/parent/counselor conferences held to educate all involved about graduation requirements	Oct. 2013 April 2014	Testing Coordinator	Local	Conference schedule Attendance log	PEIMS attendance report
11. Follow-up absences on a period by period basis	Daily	Principals	Local	Attendance records PEIMS	AEIS IT report for 2013-2014

**Wellington Independent School District
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Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 11: Increase academic performance of ESL students in language related areas of the curriculum. Improve ESL students STAAR/EOC scores in reading and writing by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Teachers will implement the Texas English Language Proficiency Standards to improve written and oral skills of their ESL students	Daily	Teachers Counselors Principals	Local	Lesson plans	STAAR/EOC/TELPAS/TPRI results 6 wk grade reports
2. Provide bilingual teaching assistant to assist ESL students with extra emphasis on Level I students.	Daily	Principals Teachers Bilingual Assist.	ESL funds	Progress reports Increased student performance in oral and written English skills	STAAR/EOC/TELPAS/TPRI results Grade reports
3. Review current STAAR/EOC, TELPAS, & TPRI results to monitor progress	2013-2014	Principals Counselors Teachers	STAAR/EOC TELPAS/ TPRI data	3 & 6 wks progress reports	STAAR/EOC/TELPAS/TPRI results TAPR results
4. Priority of Service Migrant Students identified and an individual educational plan in place for each student	Aug.-May	Principals L. Castillo	Local	Increase student performance IEP on file	TELPAS/STAAR/EOC/TPRI results
5. K-12 Language Teachers will update TELPAS rater-training online	Feb.- March	Testing Coord. Counselor	Web-based	Training certificates	TELPAS ratings
6. Online bilingual computer tutorial program is available to all students.	Aug. - May	Librarian	Lib. Network	Grade reports	ESL student performance
7. Offer after school bilingual tutorial program Monday through Thursday, 3:45-4:45 p.m. for any elementary ESL student.	Aug.- May	Principal Bilingual Paraprofessional	Comp Ed. \$2,000	Attendance records Grade reports	STAAR/TELPAS/TPRI results

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Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 11: Increase academic performance of ESL students in language related areas of the curriculum. Improve ESL students STAAR/EOC scores in reading and writing by 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
8. Tutorials mandatory for ESL students who are failing	Daily	Teachers	State	Attendance Grade reports Benchmark scores	STAAR/EOC/TELPAS/TPRI results Grade reports
9. LPAC will review the ESL students' assessment levels to assure they are given the appropriate state assessments	Aug. - May	LPAC Committee	Local	Teacher evaluations Benchmarks	STAAR/EOC TELPAS results
10. Monitor all ESL students on 6 week intervals for academic progress	Aug. - May	Testing Coordinator Counselor	Local	Zero report 3 wk/6 wk grade reports	Grade reports
11. Periodic home visits will be made or parental progress reports will be distributed to update parents on academic progress to increase parental involvement	Aug. - May	Testing Coordinator Counselor Bilingual Assistant	Local	Documentation of home-visit/Reports distributed to parents	Documentation of signature
12. Curriculum is enhanced for the ESL student with the use of smartboards, notebooks, elmos, projectors and computers	Aug. - May	Principal Teacher Technology Dept.	Local	Lesson Plans Enhanced curriculum	STAAR/EOC/TELPAS/TPRI results Grade reports

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Performance Objective 12: Provide students and parents financial aid information for college. 90% of all senior parents attend financial aid night.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Financial aid seminar night	Nov. 2013	Counselor	*PPHEA Coordinator **WTAMU Financial Aid Advisor	College bound curriculum	Number of students and parents that attend
2. Financial aid consultant to visit with 12th graders on financial aid opportunities.	Nov. 2013	Counselor	*PPHEA Coordinator **WTA&MU Financial Aid Advisor	Data for college bound students	Number of students using financial aid service
3. Counselor reviews TEXAS Grant and other financial aid with all seniors and with all 8th, 10th & 12th graders during individual conferences	Sept. 2013 Dec. 2013	Counselor	Local	Data Sign-in sheets	Counselor documentation
4. Counselor reviews the top 10% rule with the top ten students of each class	Sept. 2013	Counselor	Local *PPHEA - Panhandle Plains Higher Education Authority **WTA&MU - West Texas A & M University	Grades - 6 wk intervals	Counselor documentation

Wellington Independent School District District Improvement Plan 2013-2014

Goal I: Improve Student Performance: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 13: Proper notification is provided in dual language to the public about the Head Start program. 100% of all correspondence is in dual language.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Posters placed in school and at various businesses for recruitment in Head Start	March-May 2014	Head Start teacher	Head Start	Sample posters	Graduation rate
2. Articles published in Wellington Leader	March/April 2014	Head Start FSA	Head Start	Copy of articles	Graduation rate
3. Letters of notification sent to all elementary students	March 2014	Head Start teacher Head Start FSA	Head Start	Documentation on file	Graduation rate
4. Spring Head Start Round Up	April 2014	Head Start teacher Head Start FSA	Head Start	Increased enrollment	Documentation on file
5. Second registration - notification same as before: a. fliers around town (if necessary) b. articles in paper	July 2014	Head Start teacher Head Start FSA	Head Start	Full enrollment	Documentation on file
6. Notify radio stations to announce	March 2014	Head Start teacher Head Start FSA	Head Start	Increased enrollment	Documentation on file
7. Fall Head Start Round-Up	August 2014	Head Start teacher Head Start FSA	Head Start	Increased enrollment	Documentation on file
8. Attend at least 2 community events to promote HS	Throughout the year	"	Head Start	Increased enrollment	Documentation on file

**Wellington Independent School District
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Goal II: Improved Curriculum & Instruction: A well balanced and appropriate curriculum will be provided to all students utilizing creative and innovative techniques in instruction.

Performance Objective 1: Teachers will receive training in the following areas: Testing, PDAS, Emergencies, TEKS, Reading Textbook Adoption, AED. 100% of all teachers attend training.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Testing information- updates and test data disseminated	9/13	Test. Coordinator	Local	Sign-in sheets	STAAR/EOC scores
2. PDAS review	8/21-22/13	Principal	Local	Response to information	Improved student/teacher interaction
3. CPR/AED/First aid training and review	8/21-22/13	Nurse/Principal	Local	Sign-in sheets	Teacher evaluations
4. Emergency Management Procedures review	8/21/13	Principal	Local	Sign-in sheets	Response to emergencies
5. Review of Science, Social Studies, English and Math TEKS	8/22/13	Principal Test Coordinator	Local	Sign-in sheets	STAAR/EOC scores
6. Grade level meetings	8/21/13	Teachers	Local	Sign-in sheets	Teacher evaluations
7. Alert Now training	8/21/13	Principal	Local	Initial use report	Yearly use report
8. Parent Involvement	8/21&22/13	Principal	Local	Sign-in sheets	Increase in parental involvement
9. Driven STAAR/EOC Data	8/21-22/13	Principal	Local	Sign-in sheets	STAAR/EOC scores

**Wellington Independent School District
District Improvement Plan
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Goal II: Improved Curriculum & Instruction: A well balanced and appropriate curriculum will be provided to all students utilizing creative and innovative techniques in instruction.

Performance Objective 1: Teachers will receive training in the following areas: Testing, PDAS, Emergencies, TEKS, Reading Textbook Adoption, Parental Involvement, Vertical Learning, and Special Education. 100% of all teachers attend training.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
10. Transition to STAAR	8/21-22/13	Principals	ESC 16	Sing-in sheets	Teacher evaluations
11. Special Ed. teachers training	8/22/13	EPSSA director	Local	Sign-in sheets	Teacher evaluations
12. TEKS/Curriculum Alignment	8/22/13	Principal	Local	Sign-in sheets	STAAR/EOC scores
13. Vertical Teaming	8/22/13	Principal	Local	Sign-in sheets	STAAR/EOC scores
14. Integrating Technology	8/21-22/13	Principal	Local	Sign-in sheets/classroom use	STAAR/EOC scores
15. PlanShare Update	8/21/13	Principal	Local	Sign-in sheets	Teacher evaluations
16. EOC/STAAR training	8/20-21/13	Principal	ESC 16	Certificates	Teacher evaluations
17. General Educators Guide to Accommodations & Student Accommodation Folders	8/22/13	Principal	Local	Certificates	Teacher evaluations
18. Library Resources	8/21/13	Principal	Local	Certificates	Teacher evaluations
19. Technology training	6/13	Principal	ESC 16	Certificates	Teacher evaluations
20. Classroom Management	8/19-20/13	Principal	ESC 16	Certificates	Teacher evaluations

**Wellington Independent School District
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Goal III: Gifted/Talented: To ensure all properly identified gifted/talented students are provided services that enable them to move to their fullest potential

Performance Objective 1: Gifted and talented students are provided campus programs and services that provide for them to advance according to their identified strengths and potential. 100% of GT students attend all GT activities.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. All students K-12 will have the opportunity to be nominated and tested for placement in the GT program	Nov. 1-Feb. 1	Testing Coord. Counselor Teachers Parents	Appropriate tests Local	New admission to GT	Program and testing results
2. Differentiated curriculum and new strategies for an enhanced GT curriculum; high school - dual credit honors courses	Aug. - May	HS principal Teachers Staff	Advanced grade level material Local/State GT Fund	Progress reports Evaluation of G/T curriculum School/community feedback	TAKS – Exit Level STAAR/EOC Test results End of Year Report
3. Core curriculum teachers will be GT certified with 30 hours (or grandfather clauses) training and 6 hours additional hours annually to engage students in higher level thinking activities	Aug. – May	Superintendent Principals GT coordinator Teachers	Region 16 State Local G/T funds	Documentation of training	100% certified instructors
4. All GT students are encouraged to participate in UIL	Yearly	Campus UIL Director Teachers/Staff	TX UIL material Local ex-curr. Budget	Percentage of participation	UIL results
5. Group meetings and activities held in addition to the opportunities for challenge in core classes. Ex: High School-GT meetings & planned extra-curricular events; Jr. High-GT field & cultural events; Elem-planned extra-curr. trips & events	Monthly - HS Every 6 wks -Jr. Hi. & Elem.	GT campus sponsors	GT Funds Local Opportunities for local community service	Number and quality of activities	Documentation of activity GT sponsors' annual reports
6. Update Gifted/Talented District Plan	January	Testing Coord. Counselor	Local	GT District Plan implemented	GT District Plan

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Goal IV: Completion Rate: All students will graduate from high school.

Performance Objective 1: Appropriate strategies will be developed to prevent any student from dropping out of school. Improve the completion rate by .4% for 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Tutorials provided for at-risk students	Daily	Teachers Principals	Comp. Ed. \$89,692.88 1.31 FTE	Percentage of at-risk students that score a 70 or above in all classes	3 week progress reports
2. Student /Parent counseling for dropouts	As needed	Counselor	Local	Counselor's log	Dropout rate
3. Credit Recovery through Odyssey Ware	Sept 13 - May 14	Principal	Local	Attendance records	Decreased dropout rate
4. Pregnancy Related Services - JH & HS	As needed	Counselor Principals	Local	Counselor documentation	Dropout rate
5. Counseling services for parents and students for potential dropouts	As needed	Counselor Principals	Local	Counselor's log	Dropout rate based on TAPR report
6. Tutorials, Saturday School, and after-school detention for students who must make up work or attendance to get credit.	As needed	Principal Counselors	Local	Report cards	STAAR/EOC
7. Students experiencing homelessness will be identified and served to prevent dropping out of school	As needed	Counselor	Local	At-Risk list	Drop-out rate

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Goal IV: Completion Rate: All students will graduate from high school.

Performance Objective 2: Improve the overall academic achievement and to reduce the dropout rate by .4% for at-risk students for 2014

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Tutorials will be provided to all students	Daily	Principal Teachers	Comp Ed. \$89,692.88 1.31 FTE	3 week progress reports Attendance reports	Student improvement 3 week progress reports
2. STAAR/EOC Prep classes	Term 2	Teachers Counselor Principal	Comp Ed. \$6,460.28 .12 FTE	Progress reports Graduation rate	STAAR/EOC results
3. Class size reduction English 1 & 3, Biology, Spanish 1, 6 th , 7 th & 8 th Reading, 8 th Math, US History, Earth Science and English	Aug. 2013- May 2014	Principal Counselor	Title I \$49,372.39 .96 FTE Title II Part A \$14,905.10 .24 FTE Comp Ed. \$12,707.01 .24 FTE	Percentage of at-risk students who maintain a grade of 70 or above in class size reduction classes Progress reports STAAR/EOC results	STAAR/EOC promotion
4. Pregnancy Related Services - JH & HS	Aug. 2013 - May 2014	Principal Counselor	Local	Number of pregnant students	Drop-out rate and number of those who stay on track
5. Follow-up absences on a period by period basis	Daily	Principal Counselor			2012-2013 TAPR Report
6. Required note for each absence	Daily	Parent/Guardian		Note on file	Attendance reports
7. Consistent communication with parents	Sept. 2013- May 2014	Principal	Local	Phone/Letter	Attendance reports
8. Counselor will identify and serve students at-risk of dropping out of school and address them accordingly	Sept. 2013- May 2014	Counselor	Local	Graduation	2012-2013 TAPR Report

**Wellington Independent School District
District Improvement Plan
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Goal IV: Completion Rate: All students will graduate from high school.

Performance Objective 2: Improve the overall academic achievement and to reduce the dropout rate by .5% for at-risk students for 2014

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
9. Provide Alternative Education Program	Aug. 2013 - May 2014	Principals Sp. Ed. teacher	Comp Ed \$51,607.97 1 FTE	Improved attendance, behavior, & students maintain 70 or higher in all classes	Discipline write-ups Six weeks report cards
10. Credit Recovery Program from Plato	Sept. 2013 - May 2014	Principal Counselor	Plato Local	Dropout percentage decrease	Graduation rate
11. Offer Saturday school for excessive absences - JH & HS	Once each six weeks	Principal Counselors	Comp Ed. \$583.33	3 week progress reports Grades Attendance	STAAR/EOC results
12. Use Attendance Review Committee to deal with absences	Sept. 2013 - May 2014	Committee	Local	Meeting for students with problems	Documentation of meetings
13. Homework Lab to target skill practice for at-risk students and tutorials in after-school session	Daily	Teachers	Local	STAAR/EOC Release Tests Test Best Review	Improved STAAR/EOC scores 3 week progress reports
14. Have teachers mentor students with excessive absences	6 weeks	Principal	Local	Improved attendance rates	Graduation rate & STAAR/EOC
15. Offer incentive for perfect attendance	6 weeks	Principal Counselor	Local	Improved attendance rates	Graduation rate & STAAR/EOC
16. Weekly attendance check - principal	Weekly	Principals	Local		
17. 1 st , 3 rd & 5 th grade students/parents/counselor conferences held to educate all involved about graduation requirements	Sept. 2013 April 2014	Testing coord.	Local	Schedule conference	Attendance reports Graduation/Drop-out rate

**Wellington Independent School District
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Goal IV: Completion Rate: All students will graduate from high school.

Performance Objective 2: Improve the overall academic achievement and to reduce the dropout rate by .4% for at-risk students for 2014

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
18. Attendance Incentives for students with perfect attendance - End of year certificate presented at awards ceremony	6 weeks	Principals Counselor	Local	3 week progress reports, grades, attendance	Increased attendance rate
19. Daily enrichment will be provided by Comp Ed. & Title I teaching assistant to help teacher meet needs of elementary students	Daily	Elem. principal Teaching assistants	Comp Ed \$52,325.30 2.49 FTE Title I \$49,124.17 2.0 FTE	3 week progress reports, grades, attendance	TPRI STAAR EOC
20. Intense remediation provided in reading and math by two part-time teachers that are hired in the spring - junior high & elementary	Jan. 2014 - April 2014	Principal	Title I, Part A \$1,323.00 Title II A \$500.00	Increased student performance	STAAR/EOC
21. GED Program	As needed	Principal Counselor	Local	Drop Out Rate	
22. A E P supplies	Aug. 2013- May 2014	Teacher	Comp Ed \$250.00	Improved attendance, behavior & grades	Discipline referrals Six weeks report cards
23. Gear instruction to provide a variety of learning styles for students to maximize learning	Weekly	Teacher	Local	Extended instruction through hands-on visual, listening and tactile experiences	STAAR
24. Perfect attendance party or reward	6 weeks	Principal	Local	Number of absences	Attendance reports

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Goal IV: Completion Rate: All students will graduate from high school.

Performance Objective 2: Improve the overall academic achievement and to reduce the dropout rate by .4% for at-risk students for 2014

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
25. Perfect attendance trophy	May 2014	Principal	Local	Number of absences	Attendance report
26. Family encouragement for future learning – letters sent home with suggestions for homework tips	Sept. 2013 April 2014	Testing coord.	Local	Increase parent awareness	Improved communication in place for school and parents
27. College day – students & teachers wear college clothing (shirts, caps, etc.) and discuss colleges and higher education	Spring	Teachers	N/A	Promote higher education	Increase student awareness of higher education
28. Parent conferences for students failing at semester	January	Testing coord.	Local	Failure report	Report cards

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Goal V: Parental Involvement: Parents will be full partners with educators in the education of their children at Wellington

Performance Objective 1: To improve parental involvement and communication between schools and parents. 80% of all parents attend parental involvement activities.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Encourage school-wide parent attendance at assemblies and other activities	As scheduled	Principals Teachers	Newspaper Message Center	Increased parent involvement	Parent attendance
2. School-wide discipline and academic conferences held as needed with parents	As needed	Principals Counselors Teachers	Referrals Grade book Reports	Check conference on discipline referral form	Counselor's log
3. Parents will provide input at school-wide campus and district site-based committee meetings	Biannual	Principals Site-Based Committee	Community School	Minutes indicate participation	Documentation of minutes
4. Homework, computer lab reports, discipline referrals, and mandatory tutoring will be given on request in addition to report cards in high school and junior high	Daily	Principals Teachers Secretaries	Student handbook, Grade reports	Number of letters mailed Number of parents using weekly telephone reports Number of students in tutoring	STAAR/EOC AYP
5. Musical programs will be conducted at all campuses to serve as a means to increase parental involvement (elementary Christmas sing)	As scheduled	Justin Mixon	Local	Parent attendance	Sign-in sheets
6. High school and junior high band and athletic booster clubs will meet as scheduled to promote parental involvement	As scheduled	Band director Athletic director	Band & athletic parents	Increase in parent involvement	Membership list of high school and junior high parents

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Performance Objective 1: To improve parental involvement and communication between schools and parents. 80% of all parents attend parental involvement activities.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
7. Parent/Teacher Talk Day or Open House - Report Cards; Teacher Conferences	Sept. 2013 – Oct. 2013	Principals	Local Staff	Parent attendance	Sign-in sheets
8. Wellington schools will improve communication of school calendar and emergency messages using Alert Now, radio stations, (inc. Hispanic Sunday programs), message center, and journalism newsletter for updates of events	Daily	Teachers Aides Site-Based Committee	Alert Now system Radio Stations Message Center	Parent response	Message history
9. Wellington High School will offer various Fine Arts programs	Fall & Spring Semesters	Theatre arts & art teacher & band director Teachers	Art Theatre Arts Band	Development of student interests	Attendance of community
10. Student/Parent/Counselor conferences for all 8th graders to explain degree plans and AP program	Spring semester/ Monthly	Counselor	Local	8th grade orientation	Parent and student attendance
11. Students and parents will be invited to financial aid seminar at night.	Nov. 2013	Counselor	WTAMU Region16 Panhandle Student Loan Center	8th grade orientation	Sign-in sheet
12. School-wide parent surveys will be administered to all parents.	Fall semester	Principals Counselor	Office staff	Input for campus planning	Survey results

**Wellington Independent School District
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Performance Objective 1: To improve parental involvement and communication between schools and parents. 80% of all parents attend parental involvement activities.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
13. Wellington Elementary monthly calendars will be distributed in English and Spanish for updates of events.	Monthly	Elem principal Testing coordinator	Local	Increase parent involvement	Parent response
14. "Eat Lunch with Your Child Day" - Wellington Elementary parents are invited to eat lunch with their child during Child Abuse Awareness Week and for Thanksgiving Dinner	Nov. 2013 April 2014	Cafeteria mgr.	Local	Increased parent involvement	Parent sign-in sheet
15. Wellington school-wide Awards Assemblies at the end of school for students and parents	May 2014	Principals Teachers	Local	Motivation techniques for academic and attendance implemented	Recognition of student achievement
16. Wellington Elementary involves parents in end-of-year Track and Field Day/Picnic	May 2014	Elem. PE teacher Parent volunteers	PTO; Ribbons \$150	Parents and students have a shared experience	Parental sign-in sheets
17. Parent conferences for grades 1, 3 & 5	Sept. 2013 Nov. 2013 March 2014	Testing Coordinator	N/A	Parent letters	Increase parent awareness of STAAR testing

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Performance Objective 1: To improve parental involvement and communication between schools and parents. 80% of all parents attend parental involvement activities.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
18. Wellington Elementary room mothers	Yearly	Classroom Teachers	Local	Increased parental involvement in classroom activities	Parent sign-in sheets
19. Wellington Elementary invites parents to visit classroom for culmination of a unit study: 5th grade - Colonial Village	Yearly	Classroom teachers	N/A	Increased number of parents at school	Parent sign-in sheets
20. Grief counseling provided school-wide for parents of special education students	Monthly	Head Start family services assistant	EPSSA	Counselor's log	Principal documentation of participation
21. Accelerated Reading point report to parents and end of six weeks assembly to recognize student achievement in AR	4 & 5 6 Weeks	Elem. principal Testing Coord.	Local	Increased involvement of parents & community members	AR Reports

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Goal V: Parental Involvement: Parents will be full partners with educators in the education of their children at Wellington

Performance Objective 1: To improve parental involvement and communication between schools and parents. 80% of all parents attend parental involvement activities.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
22. Elementary planners purchased for each student to allow record of assignment as well as keeping parents informed of nightly assignments	Daily	Elem. Principal	Local	Increased parent involvement in daily academic performance	Grade reports
23. Student Council will work, plan, and provide input for "Fall Festival" and "Spring Fling"	Bi-yearly	Jr. Hi. Principal Jr. Hi. Teachers Student Council	Parents Commons Area	Quality of information	Number in attendance
24. Invite and encourage parents and community to visit school and classes - 'Open Door Policy'	Aug. 2013- May 2014	Elem. Principal	Local	Increase number of parents visiting school	Parent sign-ins
25. Kindergarten Graduation	May 2014	Kindergarten teachers	Local	Invitation	Increased parental involvement School/parent sign-in sheets
26. Head Start parent meetings	Monthly	Family services assistant	Head Start	Parent Newsletter	Increased parental involvement Improved parenting skills
27. Encourage parents to help at school with laminating, copying, tutorials and in the library	Daily	Principal		Invitation	Increased parental involvement
28. Book Fair	Nov. 2013	Librarian	Library	Family enrichment	Shared experience
29. Perfect attendance challenge	6 wks.	Teachers	Local	Daily attendance	Increased student attendance
30. TPRI results K-2	Sept/Jan/May	Teachers	Local	Parent report	Increased parent awareness
31. Holiday parties	Oct. 2013 Dec. 2013 Feb. 2014 May 2014	Teachers	Local	Parental involvement	Shared experience

**Wellington Independent School District
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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 1: Initial Evaluation: A team process to determine whether a student has a disability and needs special education. The number of students will decrease by using the RTI process.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Pre-referral consideration meetings with counselor, parents, principal and teacher	As needed	Diagnostician Principal	Special Education EPSSA	Pre-referral consideration page within referral (signed by educational personnel)	Data of entries and DNQs (Do not qualify)
2. Pre-assessment ARDs conducted prior to any assessment	Yearlong	Diagnostician Principal Teacher Parent	Special Education EPSSA	Documentation by all committee members	Data of entries and DNQs
3. Referral for students experiencing difficulty in mastery of reading curriculum will be a committee process	Yearlong	Principal Grade level leaders Parent Testing Coordinator	Special Education	Alternative programs utilized to address student success	Alternative programs utilized to Scottish Rite enrollment - Dyslexia Program
4. All new personnel will see the *AIM video	Aug. 2013	Principal	TEX Sp. Ed.	Sign-in sheets	Application of training
*AIM - (Aiming High and Targeting Excellence; Analyze, Improve, Measure)					

**Wellington Independent School District
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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 1: Initial Evaluation: A team process to determine whether a student has a disability and needs special education. The number of students will decrease by using the RTI process.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
5. The elementary will continue to provide increased remediation before struggling students are referred to special education	Sept. 2013-May 2014	Principal Teachers	Local	PEIMS data will reflect a decrease in the total number of special education students	PEIMS data will reflect a decrease in total number of students in sp. ed.
6. Intervention strategies for struggling students and help will be available for elementary students who need help with class work or homework	Daily	Principal Teachers	Local	The total number of students in special education will reduce	PEIMS data will reflect a decrease in total number of special education students
7. Inclusion teachers and aides in core subjects who help all struggling students will continue to be provided	Daily	Principal Teachers	Local		
8. RTI training will be provided to all teachers	Aug. 2013	Diagnostician	EPSSA	Participation	Certificate

**Wellington Independent School District
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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 2: Reevaluation: To determine whether a student is still eligible for special education services.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. More interventions tried with ESL students resulting in lower referral rate in this population; bilingual teaching assistant continues to assist ESL students.	Daily	Principal Teacher Teaching assistant	ESL funds	Pre-referral considerations	Documentation Timelines
2. Reevaluations must occur every 3 years or more frequently if conditions warrant or if requested by parent, teacher or ARD committee unless parent refuses reevaluation.	As indicated in ARD committee decision	Principal Diagnostician	Special Education EPSSA	Tracking student performance	are being met Diagnostic
3. Each reevaluation and initial assessment of a LEP special education student will include a test of language dominance to ensure the child is tested in their native language.	As indicated in IEP	Diagnostician	EPSSA	Language assessment documented	documentation

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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 3: Related Services: Related services are provided when needed and adequate personnel made available to provide the services. 100% of all services will be provided for Special Education students for 2013-2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Physical therapy is provided for identified students	Weekly	Related service personnel/Principal/Diagnostician/Teacher	EPSSA Special Education	Increased student therapy availability	Physical therapist's documentation
2. Occupational therapy is provided for identified students.	Weekly	Related service personnel/Principal/Diagnostician/Teacher	Special Education EPSSA	Increased student occupational availability	
3. Increased awareness of realm of related services in ARD meetings to include counseling, transportation and speech	Daily	Related service personnel/Principal/Diagnostician/Teacher	Special Education EPSSA	ARD minutes	IEP directives
4. Provide appropriate assessment for related services	Daily	Related service personnel/Principal/Diagnostician/Teacher	Special Education EPSSA	Speech, OT, PT assessments	IEP directives
5. Students who require related services receive the kind and amount necessary to assist the child to benefit from special education services.	Daily	Related service personnel/Principal/Diagnostician/Teacher	Special Education EPSSA	Transition Committee decisions	IEP directives
6. The ARD committee will make individual decisions about the frequency and duration of the delivery of speech service based on individual student need	Fall 2013 April 2014	ARD Committee	Local	ARD Committee looks at individual needs to determine services	The speech and related services template will demonstrate that the speech services have been selected according to individual need

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Performance Objective 3: Related Services: Related services are provided when needed and adequate personnel made available to provide the services. 100% of all services will be provided for Special Education students for 2013-2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
7. The speech therapist will receive training on providing speech therapy based on students' needs	Fall 2013 April 2014	EPSSA director	EPSSA	ARD Committee looks at individual needs to determine services	The speech and related services template will demonstrate that the speech services have been selected according to individual need
8. ESPED training for online IEP's	2013	All resource teachers	EPSSA	Teachers attend training	Teachers are allowed access to online ESPED IEPs

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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 4: Transition: A course of study is planned for each student. It is written and incorporated in 100% of the student's IEP.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. At 8th grade level transition services will begin with gathering of parent information and transition planning and information explained. If appropriate, students will be involved. A brochure will be provided to parents with pertinent transition information.	Annually	Diagnostician Principal Classroom teacher Parents	Special Education EPSSA	Formal parent interview Written minutes	ARD documentation
2. On the high school level, the student is involved in transition meetings	Annually	Diagnostician Principal Classroom teacher Parents	Special Education EPSSA	Plans submitted	Student signature on ARD & Transition Plan
3. Transition activities will be implemented in high school classrooms resulting in improved correlation between transition meeting and instruction	Annually	Diagnostician Principal Classroom teacher Parents	Special Education EPSSA	Teacher lesson plans	IEP directives
4. Every high school special education student will be given a transition inventory to help determine career planning goals. Inventory results are always discussed with parent and student	Annually	Diagnostician Principal Classroom teacher Parents	Special Education EPSSA	Individual Needs Assessment	Vocational reports including scores
5. VAC Coordinator remains employed at high school level to implement employment and job skills	Daily	Superintendent Principal HS teacher	Special Education EPSSA	Teacher lesson plans	Student progress reports

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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 5: The district's special education students will make progress in adapting to the new STAAR/EOC assessments.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Student performances will be reported to the public annually	Fall assessment reports	Superintendent Principal Counselor	Local	PEIMS data	STAAR/EOC results
2. Homework lab implemented to provide one-on-one assistance to special education students at elementary level	Daily	All teachers	Local	Completed assignments	STAAR STAAR M
3. Accelerated Reading Instruction: State mandated reading program directs intervention learning strategies at beginning levels, (K, 1, 2 & 3) to address basic skills	Daily	Teachers - grades K-3	Local	Students are well-grounded in basic reading skills	STAAR STAAR M
4. Concentrated efforts through teacher team meetings at all levels of instruction to identify student abilities, goals, and success rate	Weekly team meetings	District personnel	Local	Documentation, grade level meetings, subject area team meetings.	STAAR STAAR M

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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 5: The district's special education students will make progress in adapting to the new STAAR/EOC assessments.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
5. Tutorials offered at all levels of instruction to provide direct instruction one-on-one	Daily	All teachers- elem., jr. high, & high school	Comp. Ed.	Daily grades Report cards	STAAR/EOC results
6. Accelerated Math and reading classes implemented at junior high level.	Daily	Principal	Local	Fewer students referred for sp ed	Student success rates
7. EPSSA employed school psychologist available for consultation when needed.	Referral	EPSSA Resources	Special Ed.	Teacher documentation to determine behavior improvement	Improvement of student behavior performance
8. Heartbeeps and Headsprout utilized at elementary	Daily	Principal	Special Ed. EPSSA	Assessment software will indicate if skills are improving at each grade level K-5	TPRI STAAR STAAR M
9. Odyssey utilized at high school	Daily	Principal	Capital Investment Grant funds	Assessment software will indicate if skills are improving at each grade level K-12	STAAR/STAAR M/EOC
10. TBSI implementation	Yearly	Campus administration	Special Education EPSSA		
11. Study Island, Brain Pop, & Imagination Station implemented at district campuses	Daily	Campus administration	Local	Assessment software indicates if skills are improving at each grade level	TPRI STAAR/EOC

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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 5: The district's special education students will make progress in adapting to the new STAAR/EOC assessments.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
12. WISD provides an after school tutoring program with bilingual aide four days a week	Sept. 2013-May 2014	Principal ESL aide	Local	Number of students attending tutorials	PEIMS data will reflect a lower percentage of Hispanic students in Special Ed
13. Accelerated Reader participation to encourage reading skills-based on premise basic to instruction: Good readers make good students across the curriculum	Daily	Classroom teachers Librarian	PTO funding	AR Focus Labs	Increased performance in reading skills
14. Each special ed. student will receive 6 weeks IEP progress reports	6 weeks	Resource teachers	EPSSA	Increase parental involvement	STAAR, STAAR M, STAAR Alt, EOC
15. Parent surveys distributed for information concerning parent input	Fall 2013	Elem. principal Diagnostician	Local	Incorporated into campus plan	Documentation
16. Homework Lab implemented to assist sp. ed. students complete assignments	Daily	Regular Special ed. teachers	Local	Students complete assignments in a timely manner and with assistance	STAAR, STAAR M, STAAR Alt.
17. School activities designed to promote parent participation: 'Eat Lunch with Child Day', AR program, Awards Assembly, Parent/Teacher Talk Day	Daily	Campus administration	Local	Increase parent involvement	Sign-in sheets
18. Wellington Elementary will continue to provide increased remediation for all sp. ed. students	Nov. 2013 - May 2014	Principal Testing Coordinator Teachers	Local	Assessment data will show special education students	STAAR, STAAR M

**Wellington Independent School District
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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 5: The district's special education students will make progress in adapting to the new STAAR/EOC assessments.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
19. Benchmark testing will be given at least once each six weeks and require tutorial for struggling students	6 weeks	Elem. principal Teachers	Local	Tutorials	Benchmarks
20. Parent volunteers are encouraged to help students with reading instruction	Aug 2013 - May 2014	Elem. principal Teachers	Local	Increased parental involvement	Improved reading skills
21. A bilingual aide will be provided to help bilingual students in the after school tutorial program	Aug 2013 - May 2014	Elem. principal ESL aide	Local	Six weeks grades	STAAR
22. Online homework assistance will be provided	Aug. 2013 – May 2014	Librarian	Col. Public Library		

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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 6: WISD will increase the number of 12-21 year old students with the instructional setting codes of 40 or 41.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. WISD will arrange staff schedules to accommodate students in a smaller class setting	Dec. 2013	HS & JH principals	WISD Administration	PEIMS data will reflect an increase of junior high students with instructional setting code of 40 and 41	PEIMS data will reflect 50% students with instructional setting codes of 40 and 41
2. Wellington Junior High and High School will implement a more inclusive education setting at the secondary level	Dec. 2013	HS & JH principals	WISD Administration	PEIMS data will reflect an increase of junior high students with instructional setting code of 40 and 41	PEIMS data will reflect 50% students with instructional setting codes of 40 and 41

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Goal VI: Special Education: The district will decrease the number of special education students by reducing amount of referrals in school district by employing the following objectives.

Performance Objective 7: The district will adequately serve the needs of students identified with dyslexia.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Provide for identification, evaluation and placement of students with dyslexia	As needed	Campus principals Counselors Testing coord. Teachers	Local Local Plan	Number diagnosed	Percentage exiting program
2. Maintain a staff member trained in dyslexia disorders	Aug. 2013	Dyslexia teachers	Local Scottish Rite Learning Center	Percentage certified on staff	Turnover rate
3. Provide training for new high school teachers on Wellington School Dyslexia Plan	Jan. 2014	Counselor	Local Local Plan	Percentage participating	Practices used in classroom

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Goal VII: Career and Technology: To provide students with the opportunity to develop job skills they may use throughout their lives

Performance Objective 1: Provide career and technology courses, including the school-to-work course. Increase by 10% the number of students enrolled in CATE classes by 2014.

Strategy/Activity	Timeline	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Contact local businesses to provide employment for students in the school-to-work program.	Sept. 2013 - May 2014	HS Principal teacher		Progress reports	Teacher and employer evaluation
2. Offer vocational agriculture classes as an elective	Yearly	HS Principal Vo Ag teacher	CATE funds Carl Perkins funds Local funds	Number of students participating in agricultural-related extracurricular events	Student enrollment Dropout rate
3. Offer consumer family science classes as an elective	Yearly	HS Principal FCCLA teacher	CATE funds Carl Perkins funds Local funds	Number of students participating in FCCLA student organization	Student enrollment Dropout rate
4. Offer Business Accounting, BIM, Web Technology and Accounting for all students	Yearly	Principal Computer teacher Accounting teacher	CATE funds Carl Perkins funds Local funds	Student enrollment Dropout rate Grades 3 week progress reports	UIL participation in business-related events
5. Offer Hunter Education to wildlife classes	Yearly	VO Ag teacher	CATE funds	Progress reports	Number of students receiving certificates
6. Offer MOS Certification to BIM students	Yearly	Computer teacher	CATE funds	Progress reports	Number of students receiving certificates

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Goal VIII: School Environment: The school will maintain a challenging, positive and safe environment for learning.

Performance Objective 1: Student behavior will continue to improve. All school rules will be consistently enforced by each teacher, the principal and superintendent. Reduce the number of discipline referrals by 10% for 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Discipline management guidelines and WISD Student Code of Conduct will be reviewed annually by the district committee.	Spring 2013	Superintendent	Local	Agenda and minutes of district meeting	Alternative Ed. placement numbers
2. Teachers and principals will consistently use the Discipline Referral forms to manage student behavior.	Daily	Principals Teachers	Local	Discipline plans in place	Documentation of proper use of referral forms
3. "Zero" Tolerance policy for fighting	Daily	Principals	Local	Student Code of Conduct enforced	Number of referrals for fighting
4. AEP for students with behavior problems (aide assigned to provide services for at-risk students)	Aug. 2013- May 2014	Principals AEP Teacher	Comp. Ed. Local	Student Code of Conduct	Number of students referred to AEP for second time
5. Use of Saturday School and after school tutorials	Yearly	Principals	Local	Student Code of Conduct	Number of referrals (decrease in ISS placements)
6. Discipline Management Plans will be established in all classrooms	Daily	Principals Teachers	Local	School-wide approach enhanced	Fewer discipline referrals
7. Students with drugs or weapons will be removed from school setting and parents are notified	Incident reports	Principals	Local	Behavior reports	Documentation
8. Classroom management plans in place in each Class	Weekly	Teacher	Local	Grade level meetings	Decrease in student misbehavior/ number of discipline referrals
9. After school detention for students with excessive tardies	Weekly	Principals Teaching Assts.	Local	Number of tardy slips issued	Decrease in number of tardies

**Wellington Independent School District
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Goal VIII: School Environment: The school will maintain a challenging, positive and safe environment for learning.

Performance Objective 1: Student behavior will continue to improve. All school rules will be consistently enforced by each teacher, the principal and superintendent. Reduce the number of discipline referrals by 10% for 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
10. Early intervention measures in place: character lessons, counseling sessions as needed for students as addressed by D. Bohannon and teachers	Daily	Testing coordinator	Local	Campus calendar	D. Kane logs
11. Classroom incentive program in place to reward good behavior (special privileges, stickers, etc.)	6 weeks	Teachers	Local	Daily motivational techniques	Decrease in student misbehavior/ number of discipline referrals
12. Students who are assigned break detention and skip break detention will attend a two hour detention for medium disciplinary action	Weekly	Principals Teacher	Behavior Mod.	Decrease student behavior problems	Decrease in number of students in break detention
13. One-way stair traffic and two-way locked classroom doors	Daily	Principals	Staff	Principal walk-through	All classrooms

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Goal VIII: School Environment: The school will maintain a challenging, positive and safe environment for learning

Performance Objective 2: To teach students positive self-esteem skills to enable them to be safe and drug free. Reduce the number of referrals for drugs, alcohol and tobacco by 10%.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Observe Red Ribbon Week – Miss Texas Assembly	Oct. 2013	Counselor	Local	Red Ribbon Week agenda	Documentation of events
2. Host drug free dances - junior high	Fall 2013	JH princ./Stud. Council parents	Students funds	Student participation	Student attendance
3. Project Graduation - high school	May 2014	Parents	State/Local donations	Student participation	Students remain safe
4. Emergency safety drills	Monthly	Principals	Local	State submitted reports	Final data submitted
5. Hunter safety program -high school	Fall	CATE teacher	CATE	Training	Number of students receiving hunter safety cards
6. Random drug dog visits -high school & junior high	Aug. 2013- May 2014	Principal	Local	On-going enforcement	Documented number of visits
7. "Character Counts" curriculum	Yearly	J. Richardson; Watts; Ashmore	Local	Lesson plans	Documentation of fewer referrals
8. Drug Use Survey	Nov. 2013	Counselor	Local	Survey students	Percentage of use by students & ways to decrease usage
9. All students and teachers discuss "Drug Abuse"	Nov. 2013	Principal Teachers	Local	Enlighten students on addiction	Decrease student drug use
10. Safety survey to staff and students	Dec. 2013	Ashmore	Local	Survey students & teachers	Use information on safety audit

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2013-2014**

Goal VIII: School Environment: The school will maintain a challenging, positive and safe environment for learning.

Performance Objective 3: To implement the teaching of self-responsibility, sex education, decision making during the 2013-2014 school year. Reduce the number of teen pregnancies by 10% for 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Sex education programs	Yearly	FCCLA teacher	Local	Scheduled programs	Decreased high risk behavior
2. Offer Strive parties each six weeks	Each 6 Weeks	Junior high principal	Local	Number of students involved	Decrease zeros and behavior problems
3. Bullying assemblies	1 per Semester	Junior high principal	Local	Number of incidents reported	Decrease bullying issues
4. Girl Talk Video – Grades 4 & 5	Yearly	School nurse Testing coordinator Teachers	Local	Decrease high risk behavior	Counselor documentation

**Wellington Independent School District
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Goal VIII: School Environment: The school will maintain a challenging, positive and safe environment for learning.

Performance Objective 4: To teach students to resolve their conflicts in a positive way. Reduce the amount of referrals for student conflicts for 2014.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Social class in AEP will address conflict resolution and violence prevention	Daily	Ashmore Webb		Social instruction on making correct choices	Student success
2. Saturday school for at-risk students	As needed	High school principal	Local	Number of students involved	Graduation rate

**Wellington Independent School District
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Performance Objective 5: To adequately serve the students who might be at-risk of suicide. 100% of At-Risk students will have a solid mental well being.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Suicide Prevention/Awareness	As needed	Counselor Principals		Monitor students' behaviors	Education Keys awareness - student participation log

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Performance Objective 6: Provide and maintain a safe environment through violence prevention strategies. Reduce the amount of fights at school for 2013-14.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. Use of AEP for the students with behavior problems (AEP & in-school suspension) address conflict resolution and violence prevention	Daily	Principals		Conflict resolution practices	Percentage of students placed second time
2. Parent signatures will be on file to show each parent's understanding of the discipline Code of Conduct concerning drugs, gangs, alcohol, violence, etc. from the student handbooks	Yearly	Principals		Student Code of Conduct	Documentation of signatures
3. Crisis training for teachers	Yearly	Principals	Local	Teachers will sign off indicating understanding of procedures	Teachers, principals are decisive about proper procedure
4. Principal and secretary will be trained on submitting 425 records for PEIMS data submission	Fall 2013	Principal Secretary	Region 16	Schedule as workshops available yearly	No errors on PEIMS
5. Campus cameras checked frequently for security and safety needs.	Aug.2013-May 2014	Principals	Local	Completion	Impact students
6. ISS offered as needed for misbehavior	Daily	Principals	Local	Code of Conduct	Decrease in student misbehavior/ number of discipline referrals
7. Parents will be notified when student fights or demonstrates violence at school	Incident reports	Principals	Local	Principals	Documentation

**Wellington Independent School District
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Performance Objective 7: Wellington ISD will follow all nutritional, wellness, and emergency guidelines as set forth by the State.

Strategy/Activity	Time line	Person Responsible	Resources	Means of Evaluating and Documenting Accomplishment	
				Formative	Summative
1. School nurse will be trained in Diabetes Awareness and Treatment	Spring 2014 As needed	Principals Nurse	Local	Diabetes awareness	Improved care of diagnosed students
2. School Safety Audit	Dec. 2013	HS principal	Local	Principal will sign off	Safer campus for students & staff
3. Dental Health Month – Dental programs, PK, K and 1 st grade – toothbrushes distributed	Feb. 2014	Nurse	TX Dept. of Health, Region 1	Dental hygiene education	Improved dental care for at-risk students
4. AED Training for all staff	Yearly	Nurse	Local	Documentation	Safer campuses
5. CPR Training for all coaches	Yearly	Nurse	Local	Documentation	Certification
6. Fitnessgram K-12	Spring	Athletic Director Coach	State	Fitness education	Educate students on fitness
7. Keep campus clean and attractive and consider safety precautions	Weekly	Principal	Local	Maintenance monitored	Crisis Intervention Plan safe and clean environment

Sample Campus Recruitment and Retention Plan 100% Classes Taught by Highly Qualified Teachers 2013-2014

Goal	Maintain 100% of academic core subject area classes taught by highly qualified teachers					
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations					
Performance Measures	<ol style="list-style-type: none"> 1. LEA will retain highly qualified teachers 2. LEA will recruit 100% highly qualified teachers 					
Title I Plan Requirements	<ol style="list-style-type: none"> 1. Professional Development to meet NCLB section 1119 Teacher quality Annual Measurable Objectives 2. How the LEA will meet the NCLB, Section 1119 Highly Qualified Teacher Requirements 3. Working with campuses to develop and implement HQ strategies/activities 4. How will the LEA comply with HQ and professional development requirements 5. Ensure low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers 					
Strategy / Activity	Title I Req.	Target Population	Person Responsible	Budget / Resources	Formative Assessment	Benchmark Timeline
1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	Yes	All staff members	Superintendent	Local funds	Number of positions posted Number of applications completed Number of visits on webpage counter	Sept. 2013 Feb. 2014 May, 2014
2. Analyze data from all teachers' certifications, testing, staff development and service records to ensure that all meet highly qualified status.	Yes	All teachers	Superintendent	Local funds	Personnel files Professional Development Records Teacher interviews	August 2013 August 2013 August 2013
3. Assist teacher in maintaining or attaining certification through alternative programs, GT certification, ESL certification, course-work, and TExES testing or other to assure all staff is highly qualified.	Yes	All teachers	Campus principal	Local funds	Number of Teachers in ACP Professional Development	August 2013 August 2013
4. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	Yes	All Instructional Paraprofessionals	Superintendent	Local funds	Personnel files Professional Development	August 2013 August 2013