

SLIDELL ISD
District Improvement Plan
2019/2020

Slidell Greyhounds ... On Track and Leading the Pack



SLIDELL ISD

Mission

Slidell ISD celebrates the uniqueness of individuals and holds the belief that all children can and will learn. We strive to promote an environment, which promotes a positive self-concept and a love for learning, in order that all students may become responsible, productive citizens in a rapidly changing multicultural and technological society. The district recognizes that a shared commitment among parents, students, educators, and community will enrich the lives of our students and society.

Nondiscrimination Notice

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

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Vision

- * Parents will be full partners with educators in the education of their children.*
- * Students will be encouraged and challenged to meet their full educational potential.*
- * Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.*
- * A well-balanced and appropriate curriculum will be provided to all students.*
- * Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.*
- * Qualified and highly effective personnel will be recruited, developed, and retained.*
- * The state's students will demonstrate exemplary performance in comparison to national and international standards.*
- * School campuses will maintain a safe and disciplined environment conducive to student learning.*
- * Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.*
- * Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.*

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SLIDELL ISD Site Base

Name	Position
Bostick , Cheryl	General Education Teacher
Fletcher, Courtney	PATT (Parent Representative)
Fortenberry, Sarah	Science Teacher
Fulfer, Ashley	General Education Teacher
Gonzalez, Veronica	Parent Representative
Hair, Marty	District Administrator, Special Programs
Hayhurst, Brad	Campus Administrator
Mccollough, Gina	Parent Representative
Pruett, Michelle	Food, Nutrition, School Health Advisory
Shelton, Elizabeth	CTE Teacher
Stevens, Theresa	Campus Administrator
Stevens, Todd	Community Member
Vanover , Karen	Math Teacher
Williams, Taylor	Superintendent
Wilson, Irene	Business Manager
Wood, Cody	School Resource Officer

Comprehensive Needs Assessment Summary

Process:

The annual comprehensive needs assessment is conducted over time (spring, summer, and fall) as data is made available for the committee's review. Results of ongoing data analysis, evaluations of programs and strategies utilized in the previous year, and stakeholder feedback illuminate successes and challenges. Needs are identified and prioritized. Guided by administration, the committee assists in the process of developing and prioritizing strategies and activities that will address identified needs in the coming year.

The DIP is reviewed again after school starts and revised, as needed, to address unforeseen circumstances or needs such as increases/decreases in enrollment, staffing, and/or funding, etc., prior to approval by the Board.

Academic Achievement

2019 Accountability Rating - Slidell ISD was rated "B" with an overall score of 84 (up from 80 in 2018.)

Domain 1 – Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test and considers graduation rates and how prepared students are for life after high school (CCMR.)

The STAAR score is an average of the percentage of students scoring at Approaches, Meets, and Masters grade level (76)

The College, Career, & Military Readiness Score is a percentage of students who have met one of the CCMR criteria, including earning minimum scores on college entrance exams, completing college-level classes in HS, or earning an industry certification, etc. (79)

Graduation rate is calculated by comparing the number of students who receive a HS diploma vs the number of students who started 9th grade four years ago (100)

The Student Achievement score for Slidell ISD was scaled at 82, up from 80 in 2018. All components of Domain 1 improved when compared to 2018.

Domain 2 – School Progress measures how much better students performed on the STAAR test this year versus last year (Academic Growth) and also looks at how much better students are doing academically at our school compared to similar schools (Relative Performance.)

The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math (84 – same as last year.)

Relative Performance indicates how much progress Slidell ISD students are making relative to students at similar schools (77 – up from 75 last year.)

Since the Academic Growth score was higher than the Relative Performance score it was used to calculate the School Progress Score (84)

The School Progress score for Slidell ISD was scaled at 84, which is the same as last year.

Domain 3 – Closing the Gaps evaluates how well different groups of students are performing. The score is calculated based upon four categories: grade level performance (Meets grade level on STAAR); Academic Growth/Graduation Rate; English Language Proficiency; and Student Achievement (College, Career, and Military Readiness.)

Academic Achievement - Seven student groups met minimum size criteria for Academic Achievement in ELA/Reading. Five of the groups met the target. Six student groups met the minimum size criteria for Academic Achievement in Math. Five of the groups met the target.

Academic Growth - Seven student groups met minimum size criteria for Growth in ELA/Reading. Five of the student groups met the target. Seven student groups met the minimum size criteria for growth in Math, and five of the groups met the target.

Graduation Rate - One student groups met the minimum size criteria. One student group met the target.

English Language Proficiency - One student group met the minimum size criteria. One student group did not meet the target.

Student Success - Eight student groups met the minimum size criteria. Four of the groups met the target (STAAR performance.)

School Quality - One student groups met the minimum size criteria; One of them met the target (CCMR.)

The Closing the Gaps score for Slidell ISD was scaled at 83, which is a huge improvement over last year's score of 72, but we are identified as Additional Targeted Support due to performance gaps for two student groups: Hispanic students and English Learners (current and monitored.) Slidell ISD earned four distinction designations in 2019: Academic Achievement in Mathematics, Academic Achievement in English Language Arts/Reading, Academic Achievement in Social Studies, and Top 25%: Comparative Academic Growth.

Identified Strengths:

Earned four distinction designations in 2019
Increasing Enrollment at Elementary
District of Innovation exemptions

Identified Needs/Areas for Improvement:

- Utilize student data to inform decision-making for curriculum/instruction, staffing, and professional development
- Close academic achievement gaps among student groups; monitor and evaluate programs and services to ensure success for ALL students
- Expand enrichment opportunities and program options to promote student engagement
- Retain a highly qualified staff and provide high quality, research-based staff development
- Provide the safest and most secure learning environment possible
- Increase staff, parent, and community involvement through communication and coordination of events with student activities
- Ongoing updates to instructional technology (as funds allow)

SLIDELL ISD

Goal 1. District Goal: Slidell ISD will ensure that all students will receive a high-quality education and will improve student performance for all student groups.

Objective 1. (Increase Student Achievement) The Student Achievement domain scaled score for SISD will improve from 80 to 83 by August, 2020 as measured by the 2020 Texas Accountability Rating System.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Principal(s), Superintendent(s), Teacher(s)	July 2019 - June 2020	(L)Admin Observations, (L)Teacher Feedback, (S)Local Funds	Criteria: Classroom observations, lesson plans, teacher usage of digital platform for curriculum and resources
2. S1.3 Provide academic programs that promote student success and college readiness (Title I SW: 1) (Target Group: All) (Strategic Priorities: 3)	Academic and Senior Advisors, CTE Director, Principal(s), Teacher(s), Uil coordinator(s)	July 2019 - June 2020	(L)FCS, (L)FFA, (O)Achieve TX College & Career Int., (O)GForce , (S)Career Cruising, (S)CTE course/funds, (S)UIL Academic Contest	Summative - Program participation records, program evaluations
3. Offer a full-day high-quality prekindergarten that is developmentally appropriate, multi-sensory and experiential. Use Title I funds to pay for half of teacher's salary in order to offer full-day program. Use Title I funds to pay for instructional paraprofessional to assist PreK teacher. (Target Group: PRE K) (Strategic Priorities: 2)	Instructional paraprofessionals, Principal(s), Teacher(s)	BOY, MOY, EOY assessment of student progress	(F)Title I - \$38,196, (F)Title IIA Principal and Teacher Improvement - \$7,293, (F)Title IV Safe and Drug Free - \$10,060, (S)Local Funds	Summative - 100% of PreK students will demonstrate progress from BOY to EOY as measured by PreK student progress monitoring assessment.
4. S1.2 Reading/Math lab for 6th graders, identified 7th graders, and Exit Retesters for academic success and test prep (Target Group: 6th,7th) (Strategic Priorities: 2)	Grade level Teachers, Principal(s)	July 2019 - June 2020	(S)Local Funds	Summative - Benchmark tests, Report cards, Classroom Assessment, State Assessment results
5. D1.1 Disaggregate state student assessment data following each test administration to ensure data-driven planning in staffing, curriculum,core academic instruction, and professional development	Principal(s), Superintendent(s), Teacher(s)	July 2019 - June 2020	(L)DMAC, (L)Staar One , (S)District/campus results, (S)RTI documentation, (S)State assessment calendar	Summative - Patterns of performance in tested areas, student grades, staff appraisals

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Objective 1. (Increase Student Achievement) The Student Achievement domain scaled score for SISD will improve from 80 to 83 by August, 2020 as measured by the 2020 Texas Accountability Rating System.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1)				
6. S1.1 State assessment interventions during achievement/tutorial period, before and after school, in summer school, and as needed on a pullout basis and special scheduling (Target Group: All) (Strategic Priorities: 2)	Grade level Teachers, Principal(s), Teacher(s)	July 2019 - June 2020	(L)DMAC, (L)DMAC Benchmark results, (L)Staar One , (O)Teacher created materials, (S)State Compensatory	Summative - Benchmark results, STAAR results, GPC, Summer School completion reports, AIP's
7. E1.1 Utilize supplemental Math, ELA, Writing, Science, Social Studies materials (Title I SW: 1,3,4,6) (Target Group: All) (Strategic Priorities: 2)	Instructional paraprofessionals, Principal(s), Teacher(s)	July 2019 - June 2020	(L)Accelerated Math/Reading - Renaissance Place, (L)BrainPOP/ BrainPOP Jr/BrainPOP ESL, (L)DMAC, (L)Fast Facts, (L)Renaissance Place , (L)SRA, (L)Staar One , (L)STAR Reading/Math Practice , (L)Tekscore, (O)Release Tests, (O)Starfall, (S)Learning.com, (S)State Compensatory	Summative - Progress reports, report cards, Accelerated math/reading, Star assessments,Renaissance Place,DMAC data,BrainPOP results,state assessment data, Spelling City

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Objective 2. (Additional Targeted Support for Academic Achievement) The Academic Achievement (Percent At or Above Grade Level) for SISD Hispanic students will meet the 2020 Target in Reading and Mathematics as measured by the Texas Education Agency Accountability Rating System.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize disaggregated student performance data to plan for and provide evidence-based interventions for consistently underperforming subgroups with appropriate resources, teacher support (ESL, special education, and general education teachers), learning labs, tutorials and progress monitoring. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,H,ECD,ESL,LEP,SPED,AtRisk) (Strategic Priorities: 4)	ESL Teacher, Instructional paraprofessionals, Principal(s), Special Ed Teachers, Teacher(s)	July 2019 - June 2020	(L)DMAC, (L)DMAC Benchmark results, (L)Teacher Feedback, (S)District/campus results, (S)RTI documentation	Criteria: progress monitoring data from formative assessments, Interim STAAR, STAAR results, etc.

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Goal 2. District Goal: Improve performance in Special Programs.

Objective 1. Improve the Identification, performance, and evaluation of students served through Special Programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S2.1 Provide Inclusion support to identified students (Special education, dyslexia, 504, ESL, RtI) to maximize student exposure to and mastery of grade level curriculum. (Title I SW: 2,3,4,6,9,10) (Target Group: ESL,SPED,AtRisk) (Strategic Priorities: 2)	Instructional paraprofessionals, Principal(s), Special Ed Teachers	July 2019 - June 2020	(L)Master schedule, (S)IEP, (S)SE modifications	Summative - Progress Reports, and Report Cards, STAAR results
2. S2.2 Conduct annual evaluation of all students served through special programs and utilize results for instructional planning and interventions (Title I SW: 3,6,8,9,10) (Target Group: All,ECD,ESL,Migrant,LEP,SPED,GT,CTE) (Strategic Priorities: 2)	Instructional paraprofessionals, Principal(s), Teacher(s)	July 2019 - June 2020	(L)Instructional Aide Feedback, (L)Report Cards, (L)Teacher Feedback, (S)District/campus results	Summative - State assessment results, master schedule, course assignments
3. S2.3 Provide transition services to identified special education students (Title I SW: 6,9,10) (Target Group: SPED,504) (Strategic Priorities: 3)	Principal(s), SE Coordinator, SE Diagnostician, Special Ed Teachers	July 2019 - June 2020	(L)Career testing, (S)DARS, (S)IEP, (S)Transition Services	Summative - Student SE records, number of students utilizing DARS services
4. D2.1 Work collaboratively with WCSS to provide special education services to identified students (Title I SW: 9,10) (Target Group: SPED) (Strategic Priorities: 2)	Disagnostician, Principal(s), SE Coordinator, Teacher(s)	July 2019 - June 2020	(S)Local Funds	Summative - Progress reports and report cards, state assessment results
5. D2.2 Identify, monitor, and evaluate students in at-risk situations following state criteria to ensure appropriate program placement and student interventions (Title I SW: 3,6,8,9,10) (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,CTE,M,F,AtRisk,Dys,504)	Instructional paraprofessionals, Principal(s), Teacher(s)	July 2019 - June 2020	(L)Accelerated Math/Reading , (L)BrainPOP/ BrainPOP Jr/BrainPOP ESL, (L)Fast Facts, (L)Tutorials for Skill Development, (S)OEYP, (S)PIEMS, (S)RTI documentation, (S)State Compensatory	Summative - RTI documentation, progress reports, report cards, state assessment results, TPRI, DMAC Benchmark results, BrainPOP results,Texis attendance and promotion rate reports, SE referrals
6. D2.3 Evaluate students for Dyslexia program placement (Title I SW: 6,9,10) (Target Group: Dys)	Disagnostician, Dyslexia specialist, Teacher(s)	July 2019 - June 2020	(L)Region 11 Dyslexia Training, (L)SISD Dyslexia Handbook, (L)Wilson - Just Words , (S)RTI documentation, (S)State	Summative - Classroom assessments, report cards, Dyslexia evaluation, progress monitoring reports, RTI/SIT

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Goal 2. District Goal: Improve performance in Special Programs.

Objective 1. Improve the Identification, performance, and evaluation of students served through Special Programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
			Dyslexia Handbook	reports
7. E2.1 Provide instructional aides/inclusion support to identified students (Special Education, 504, Dyslexia, ESL, RtI) to maximize student exposure to and mastery of grade level curriculum. (Target Group: ESL,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 2)	Instructional paraprofessionals, Principal(s), Teacher(s)	July 2019 - June 2020	(L)Master schedule, (S)IEP, (S)RTI documentation, (S)SE modifications	Summative - Summative - Progress Reports and Report Cards, STAAR results

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Goal 3. District Goal: Provide a safe learning environment.

Objective 1. Maintain an environment that is safe, secure, healthy, and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Project Wisdom/Beyond the Infraction model as the a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time, reduce discipline referrals, and support consistent student classroom expectations. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Instructional paraprofessionals, Principal(s), Teacher(s)	July 2019 - June 2020	(L)Beyond the Infraction Discipline System, (L)Discipline Cards, (S)Local Funds	Summative - Encouraging and maintaining respectful, trusting, and caring relationships throughout the school will promote a positive school climate as measured by discipline data (student discipline cards, progress reports, and referrals) and survey feedback
2. Utilize "Overcoming Obstacles" curriculum to help students develop life skills such as communication, decision-making, and goal setting as part of the character education program and positive support system for students. (Title I SW Elements: 2.4,2.6) (Target Group: All)	Principal(s), Superintendent(s), Teacher(s)	July 2019 - June 2020	(L)Teacher Feedback, (O)Overcoming Obstacles, (S)Professional Development for Process	Summative - Students will feel supported and safe and will be recognized and honored for attendance, behavior, and social-emotional learning; increased student performance, increased attendance, fewer discipline referrals
3. Utilize and leverage available fund sources to provide greater sense of physical safety; reduce security threats with access control and installation of a security system that monitors and record school entrances, exits, and hallways. (Target Group: All)	Business Manager, Director of Technology, Superintendent(s)	July 2019 - June 2020	(F)Title IV Safe and Drug Free - \$10,000, (F)Title VI, Part B Rural/Low Income - \$19,000, (O)Safety & Security Committee, (S)Local Funds, (S)State funds - \$25,000	Criteria: Physical safety is essential for a safe and supportive learning environment in which students and staff can thrive; student performance, attendance, and engagement will improve; discipline referrals will decrease; feedback from stakeholder survey will indicate students, parents, and staff feel safe at school
4. Coordinate with local law enforcement as needed for alcohol, drug, violence, bullying and harassment prevention; coordinate with area agencies for services such as counseling,	Principal(s), School Resource Officer (SRO), Superintendent(s)	July 2019 - June 2020	(O)Safety & Security Committee, (O)School Health Advisory Council, (S)District/campus results,	Criteria: increased achievement & attendance for students identified as at-risk; decreased discipline referrals; students will have

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Goal 3. District Goal: Provide a safe learning environment.

Objective 1. Maintain an environment that is safe, secure, healthy, and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
mental health programs, and specialized support services, as needed, to identified students (Target Group: All)			(S)Local Funds	access to services as needed
5. Coordinate and integrate federal, state, and local resources, partner with area agencies such as the Wise County Sheriff's Office and Volunteer Fire Department/EMS in the development of a safe and supportive school program that addresses behavioral and mental health, supports student learning and overall family growth; and provides health and wellness information to parents and community (Target Group: All)	Principal(s), Superintendent(s)	July 2019 - June 2020	(L)Helen Farabee Substance Abuse Services, (L)Parent Involvement activities, (L)Surveys, (O)Safety & Security Committee, (O)School Health Advisory Council	Summative - feedback from stakeholder survey, SBDM, SHAC, & Safety & Security Committee meeting documentation
6. Coordinate with Wise County Sherriff's Office and Volunteer Fire Department/EMS to review and update the Emergency Operations Plan, provide training for staff, and conduct emergency drills to ensure students and staff are prepared in case of an emergency. (Target Group: All)	Community Stakeholders, Principal(s), School Resource Officer (SRO), Superintendent(s)	July 2019 - June 2020	(L)SRO, (L)Surveys, (L)Teacher Feedback, (O)Safety & Security Committee	Summative - Updated Emergency Operations Plan; coordination of services and activities such as drills with Wise County Sherriff's Office, Volunteer Fire Department, and EMS
7. Provide staff development to ensure all school staff are able to recognize physical warning signs and behavioral indicators of child abuse, neglect, suicide, bullying, and harrassment and follow reporting procedures to campus principals and CPS or local law enforcement. (Target Group: All)	Principal(s), School Resource Officer (SRO), Superintendent(s)	July 2019 - June 2020	(S)ESC 11, (S)State funds	Summative - Training documentation

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Goal 4. District Goal: Maintain a highly qualified staff.

Objective 1. Recruit, Train, and Retain highly qualified and effective personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. D4.1 Recruit and retain a highly qualified staff through selection, evaluation, and certifications (Title I SW: 1,4,8,9) (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent(s)	July 2019 - June 2020	(F)Title I, (F)Title II Part D, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Applitrak, (L)CNA, (S)Local Funds	Summative - Staffing patterns, teacher mentor program, added teacher certifications
2. D4.2 Utilize Title I, Part A funds for salary to maintain smaller teacher:student ratio. (Title I SW: 3,4) (Target Group: All)	Principal(s), Superintendent(s)	July 2019 - June 2020	(F)Title I, (S)Local Funds	Summative - Number of staff rehired, program continuation
3. D4.3 Provide high quality staff development focused on identified needs (Title I SW: 3,4,5) (Target Group: All)	Principal(s), Superintendent(s)	July 2019 - June 2020	(F)Title II Part D, (F)Title IIA Principal and Teacher Improvement, (L)CNA, (L)CPR/defibrillator training, (L)DMAC, (L)Staar One , (S)GT training/funds	Summative - Number of staff trained, training certifications, sign in sheets
4. D4.4 Recruit and utilize staff for professional development on technology integration for the classroom (Title I SW: 1,2,3,8,10) (Target Group: All)	Principal(s), Superintendent(s), Teacher(s)	July 2019 - June 2020	(F)Title II Part D, (F)Title IIA Principal and Teacher Improvement, (L)DMAC	Summative - Number of Staff trained, Training certificates, Sign in sheets

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Goal 5. District Goal: Partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Objective 1. Conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. D5.1 Promote positive district image through student and parent involvement, student activities. (Title I SW: 1,6,7,9,10) (Target Group: All)	Instructional paraprofessionals, PR Coordinator, Principal(s), Superintendent(s), Teacher(s)	July 2019 - June 2020	(F)Title I, (L)District newsletter, (L)Parent Involvement activities, (L)School/parent compact, (O)Student participation records	Summative - Increased involvement, improved student, staff, parent, and community image of Slidell ISD
2. D5.2 Utilize district communications including the district website, the district app, and the electronic marquee to increase communication with parents and community. (Title I SW: 6,9,10) (Target Group: All)	Instructional paraprofessionals, PR Coordinator, Principal(s), Superintendent(s), Teacher(s)	July 2019 - June 2020	(L)Event announcements and results, (O)community sponsors	Summative - District Data, parent and community feedback

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Goal 5. District Goal: Partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Objective 2. Follow state and federal guidelines for timely and meaningful consultation, planning, and decision-making with a committee including teachers, principals, paraprofessionals, specialized instructional support personnel, parents of students enrolled in district, business representatives, and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify barriers to participation by parents in campus and district decision-making and identify and utilize additional methods to solicit feedback from stakeholders (Weatherford College & other area agencies) unable to attend SBDM committee meetings in order to engage in timely and meaningful consultation. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3)	Parent Representative(s), Principal(s), SBDM Committee, Superintendent(s)	June, 2019 - July, 2020	(L)CNA, (L)Surveys, (O)Stakeholder Feedback	Criteria: Increase in parents willing to engage in the continuous improvement process; increased feedback from area agencies and stakeholders regarding programs and planning.
2. Provide parents with multiple avenues to give feedback including but not limited to: opportunities during school activities, annual Title I meetings and other parent meetings, parent-teacher conferences, surveys, and digital platforms that promote ongoing, two-way communication between parents and teachers and principal. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3)	Principal(s), Superintendent(s), Teacher(s)	June, 2019 - July, 2020	(L)CNA, (L)District newsletter, (L)Event announcements and results, (L)Parent Involvement activities, (L)Surveys	Criteria: Increased school-parent communication; increased parent attendance at school events; increase in number of parent & community volunteers
3. Conduct an annual Comprehensive Needs Assessment (with students, parents and other members of the community) for the entire school as part of the continuous improvement planning process. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3)	SBDM Committee, Superintendent(s)	June, 2019 - July, 2020	(L)Surveys, (O)STAAR results, (O)Stakeholder Feedback, (O)Student participation records, (S)District/campus results	Criteria: SBDM committee will understand academic achievement relative to the challenging State academic standards, and identify the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards
4. Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All)	Principal(s), SBDM Committee, Superintendent(s)	June, 2019 - July, 2020	(L)Surveys, (L)Teacher Feedback, (O)PEIMS data, (O)STAAR results, (O)Stakeholder Feedback, (O)Student participation records, (S)District/campus	Criteria: Data will be reviewed during the continuous improvement process for review and revision of the DIP/CIP and efficient allocation and use of funds

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Goal 5. District Goal: Partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Objective 2. Follow state and federal guidelines for timely and meaningful consultation, planning, and decision-making with a committee including teachers, principals, paraprofessionals, specialized instructional support personnel, parents of students enrolled in district, business representatives, and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
			results, (S)RTI documentation	
5. Develop a comprehensive plan that includes a description of strategies used to address school needs, uses methods and instructional strategies that strengthen the academic program, increases the amount and quality of learning time, and helps provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Principal(s), SBDM Committee, Superintendent(s)	June, 2019 - July, 2020	(L)CNA, (O)PEIMS data, (O)STAAR results, (O)Stakeholder Feedback, (S)District/campus results	Criteria: DIP/CIP will be developed with the involvement of parents, community members, and individuals who will carry out the plans, including teachers, principals, paraprofessionals, administrators, specialized instructional support personnel, other school staff, and students

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Goal 6. District Goal: Continuation of integration of technology.

Objective 1. Increase technology integration and accessibility.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. D6.1 Maintain teacher laptops (replacements/upgrades) and improve connectivity (Title I SW: 1,8,9,10) (Target Group: All)	Campus Instructional Technologist, Director of Technology, Principal(s), Superintendent(s)	July 2019 - June 2020	(L)CNA, (S)Technology Plan	Summative - Completed strategies in technology plan, states assessment results
2. D6.2 Increase student computer workstations and maintain computer labs (replacements/upgrades) (Title I SW: 1,2,9,10) (Target Group: All)	Director of Technology, Principal(s), Superintendent(s)	July 2019 - June 2020	(L)CNA, (S)Technology Plan	Summative - Completed strategies in technology plan, states assessment results
3. D6.3 Utilize student data management systems - TxEIS for student and staff information, DMAC for teacher portal, TTESS, LPAC, and Rtl plans, and eSPED for Special Education/Section504. (Title I SW: 8,9,10) (Target Group: All)	Director of Technology, Principal(s), SE Coordinator, Superintendent(s)	July 2019 - June 2020	(L)DMAC, (S)ESC 11, (S)TEA waiver, (S)Technology Plan	Summative - Completed strategies in technology plan, state assessment results, usage reports
4. D6.4 Revise and implement AUP to ensure students' appropriate, safe, and responsible use and staff monitoring responsibilities. (Title I SW: 1,9,10) (Target Group: All)	Technology Committee	July 2019 - June 2020	(S)TEA Correspondence, (S)Technology Plan	Summative - Board approved AUP

Appendix A

Appendix A

Title I Part A funds are consolidated on a schoolwide program as indicated on SC 5000 of the NCLB Consolidated Application and will be used to upgrade the entire educational program. The funds are supplemental but not necessarily the activity the funds are used to pay for.

Multiple sources are used to support each of the educational programs on the campus. The funds used and the amounts are as follows:

Fund Source Allocation Amount

Title I Part A 211 \$33,924 FTE: 1

Title II, Part A 255 \$7,084

Title III-LEP 263 SSA

Title IV \$10,000

Migrant SSA

SCE Funds \$220,023

USDE Small Rural School Grant \$19,155

Carl Perkins District does not participate

Other: BE/ESL, Career and Technology Education, Dyslexia, GT--Advanced Academics, Pre-Kindergarten, Special Education