Angleton Independent School District

District Improvement Plan

2023-2024

Mission Statement

Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

Vision

Angleton ISD

Achieving Excellence Because We're Wildcats

Core Beliefs

We believe:

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers in viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement

Actively engaging the community results in development of our children

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Notice about Dating Violence

Also, effective December 2, 2021, SB 9 requires updates to your district improvement plan (DIP) regarding dating violence. The dating violence policies in your DIP must include a clear statement that dating violence is not tolerated. As such AISD's list of prohibited harassment includes dating violence as defined by law and board policy. Retaliation against anyone involved in the dating violence complaint process is a violation of District policy and is prohibited.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy. Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Demographics

Demographics Summary

The Angleton Independent School District encompasses 396 square miles in Brazoria County. The district provides a quality education for pre-kindergarten through twelfth grade. Also provided are special education programs for pre-school and school-age children, full-day kindergarten, a dual-language program in K-8, and a career and technology education program at the secondary level. The district also has programs for the Gifted and Talented and Bilingual/ESL students. AISD serves a population of more than 37,000 with a school-age population of approximately 6,912. The ethnicity of the student population is 11.% African American, 46.5% Hispanic, 38% White, and 4.5% Other. All regular campuses except the High School in the district are Title I School-wide with 62.1% of the students economically disadvantaged. There are approximately 413 teachers with 10.8 average years of experience. The ethnicity of the teaching staff is approximately 7.9% African American, 17.4% Hispanic, 73.4% White, and 1.3% Other. AISD has six elementary campuses, one junior high campus, one high school campus, and a DAEP (CATS). In addition, AISD provides educational services to the Brazoria County Juvenile Detention Center and is the educational provider for the Brazoria County Juvenile Justice Alternative Education Program (JJAEP). High academic achievement is the goal for each campus.

Demographics Strengths

Angleton ISD is fully accredited by the Texas Education Agency with no warnings or probationary sanctions. Angleton ISD is a Texas Education Agency District of Innovation. Angleton has the benefit of being a single high school district and this helps instill a sense of unity across the community because all of our students are wildcats. Angleton ISD has a 16:1 student to teacher ratio and teacher salaries that are well above state averages across the board.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Meeting the needs of all students continues to be an area of challenge for the district.   **Root Cause:** We are growing as a district and that is leading to larger class sizes and a more diverse student population (SPED, ESL, etc.).

Student Achievement

Student Achievement Summary

During the 2021-2022 school year, Angleton ISD (AISD) and all the campuses were rated by the Texas Education Agency. Included below is information related to the ratings AISD received in 2022. In 2022, every AISD campus received a letter grade of either an A or B an AISD was rated an A by TEA. As of October 1st TEA has not released school ratings for the 2023 school year.

Angleton HS B

Angleton JH B

Central Elem A

Frontier Elem A

Northside Elem B

Rancho Isabella A

Southside Elem A

Westside Elem A

What does an "A" in Overall Performance mean? Districts or schools earn an "A" (90–100) for exemplary performance when they serve most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students. Most students will be prepared for eventual success in college, a career, or the military.

 AISD was awarded a post-secondary readiness distinction and in total AISD district and campuses received a total of 38 distinctions. Distinction Designations are awarded when a school or district shows exceptional achievement in certain areas. Eligible schools and districts can earn distinctions in the following areas:

- Academic Achievement in English Language Arts/Reading (school only)
- Academic Achievement in Mathematics (school only)
- Academic Achievement in Science (school only)
- Academic Achievement in Social Studies (school only)
- Top 25 Percent: Comparative Academic Growth (school only)
- Top 25 Percent: Comparative Closing the Gaps (school only)
- Postsecondary Readiness (district and school)

 AISD utilizes a Multi-Tiered System of Support (MTSS) to improve learning outcomes for every student who receives instruction at Tier 1, Tier 2 and Tier 3 levels. MTSS allows AISD to ensure that every student receives the appropriate level of support to be successful.

Student Achievement Strengths

Locally-developed assessments that align to the district curriculum provide one source of data for guiding instructional decisions and intervention support. These assessments point the direction for how to continuously improve our instruction and help students with their learning. Data are evaluated routinely to adjust instructional emphasis at the student, classroom, campus and district levels. Also, the use of local and state assessments provides quantitative and qualitative evidence of student acquisition of foundational skills. Early, intensive interventions are provided for students not progressing toward meeting grade level standards.

Angleton ISD Strengths-

Last year in math, our 3rd grade students started the year in the 53rd percentile and ended the year in the 74th percentile. That same cohort of students advanced to 4th grade and finished this year in the 78th percentile.

Last year, 3rd grade students in math ended the year in the 74th percentile and this year's 3rd graders ended the year in the 73rd percentile.

Last year in reading our 3rd grade students started the year in the 59th percentile and grew to the 65th percentile. Now as 4th graders that same group is in the 70th percentile of readers nationwide.

Looking from 3rd reading to 3rd reading- last year our 3rd graders ended the year in the 65th percentile, and this year's 3rd graders ended in the 66th percentile.

College Career and Military Readiness (CCMR): Angleton ISD received 89 out of a possible 100 points on the CCMR score, compared to 65 at the State. There are several ways a student can demonstrate college, career or military readiness. These include earning minimum scores on national college entrance exams, completing college-level classes in high school, or earning a qualifying industry credential. This measure illustrates the percentage of students who have met one of these criteria to demonstrate they are ready for one of those paths.

Graduation Rate: Angleton ISD received 95 out of a possible 100 points on the graduation rate measure. The districts 4-Year graduation rate was a 96.5% compared to 90.0% at the state level. While the districts 5-Year graduation rate was a 99.6% compared to 92.2% at the state level. The annual dropout rate for was 0.2% compared to 6.3% for the state.

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Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): More students should be scoring at the meets and masters levels.   **Root Cause:** A consistent focus on quality first teaching is needed across all AISD campuses.

Problem Statement 2 (Prioritized): As a group Special Education students did not meet the minimum standard for Reading, Writing, Math, Science or Social Studies.   **Root Cause:** Teachers need more support implementing differentiating instructional programs for all students.

Problem Statement 3 (Prioritized): Students in traditionally low performing student populations are not closing achievement gaps at an acceptable rate.   **Root Cause:** Teachers must continue to differentiate instruction to improve student outcomes.

District Culture and Climate

District Culture and Climate Summary

The goal of Angleton ISD is to provide a quality education for each of its students by providing a stimulating educational environment that offers strong academic, social, emotional, physical growth and enrichment opportunities. Students are educated in an environment that encourages character development, citizenship, and positive behavior. To accomplish this goal Angleton ISD establishes and maintains partnerships with parents/caregivers, business patrons, and community members. The District seeks to involve parents/caregivers in all aspects of the various local, state and federal programs that it offers. Angleton ISD believes that parental support plays an extremely important role in the community and is therefore critical to a student's educational success. The District knows that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every student. Our goal is to have a quality home-school partnership to help our students succeed. Research has shown that children who know that their parents are involved and interested in their education tend to be more responsible for their own behavior. The same can be said of teachers who build relationships with students and feel they are part of building the climate for learning. Input is sought from staff and parents through surveys that identify areas of need and where additional supports can be provided. We know that staff who feel valued and recognized for their contribution and accomplishments positively impact climate and culture. Also, research has shown students who develop positive connections to school are more likely to be successful and less likely to disengage and drop out.

To help foster a strong culture AISD continues to use the PowerUp program. PowerUP was launched in 2019 recognizes individuals across AISD for their commitment and dedication to their professional growth and the growth of their students. Participants earn prizes for demonstrating new skills and a commitment to AISD, and campuses earn rewards for having large numbers of staff participate. AISD has awarded over 1,200 pins since the program began.

Beginning in the 2022 school year AISD began to leverage a superintendent advisory council made up of teachers to help us better understand the needs of our teachers in real-time. The SAC allows us to have structured, thoughtful conversations about areas of strength and areas of improvement while ensuring that all parties can participate in the conversation.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Discipline issues need to be consistently addressed to alleviate distractions of serious and persistent offenses on campus. **Root Cause:** Continue to support staff by providing training on the implementation of positive behavior supports

Problem Statement 2 (Prioritized): Consistent communication within and between campus, and departments across AISD. **Root Cause:** We have identified the need for more open, effective, and frequent communication between all stakeholder groups.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Human Resources Department of Angleton ISD actively recruits on the campuses of several of the nearby universities and contracts with the Region IV Service Center to recruit on others. For more difficult or specialized positions, the HR Department posts openings with professional associations including the Texas Association of School Administrators, Texas Music Educators Association, Texas High School Coaches Association and other organizations tied to specific jobs/roles.

Angleton ISD strives to maintain a salary schedule and compensation plan that is competitive with districts within Region 4. The district also provides a generous sick leave policy that exceeds the state's requirements for full-time employees by offering an additional annual extended sick leave of 35 workdays plus an additional 35 workdays of once in a lifetime catastrophic sick leave.

Teachers are evaluated by trained evaluators in accordance with district policy and the state's requirement using the TEA approved T-TESS instrument. Teachers whose performance evaluations fall short of district expectations are provided additional professional development and support with focused goals and follow up by campus principals. Data collected from student performance assessments and teacher evaluations are used to plan professional development throughout the district. While instructional paraprofessionals are required to meet specific qualification standards and are evaluated annually in the same manner as teachers but using district created instruments.

Staff Quality, Recruitment, and Retention Strengths

To increase the applicant pool the district has created an online application process. Individuals from anywhere that are interested in working in Angleton can access the application at any time from the district's website. The HR Department also sends lists of openings to alternative certification programs and in turn, alternative certification programs send lists of eligible applicants to the district. The District will host their second annual job fair in the Spring for the upcoming School Year. Candidates will be able to talk to administrators from each campus, complete the application process, and set up an interview at the job fair.

AISD also instituted a new screening program last year to ensure that new hires were a good fit for AISD. This allowed administrators to for a relationship with new teachers and also work with principals to troubleshoot hard to staff areas.

Experienced teachers on the same grade level, same content area and with the same conference period (if possible) serve as mentors to provide assistance and support for the new teacher. Two days of intensive professional development designed specifically for new teachers followed by an additional four days of in-service for all district teachers are provided at the start of the new school year. Angleton ISD strives to give salary increases that is competitive with districts within Region 4. The Board approved an increase for teachers and all staff annually to our current employees for the current school year. Also, the AISD board has once again budgeted to provide all staff with a Christmas bonus.

As a District of Innovation, Angleton ISD has the ability to extend the continuation of probationary contract status at the discretion of administration beyond what is currently allowed if it is determined that it is in the best interest of the District's students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): A large % of AISD teachers have less than 5 years of experience in the classroom, and they are not comming into the professional via the traditional route. **Root Cause:** Texas is facing a teacher shortage and we have a smaller pooler of qualified teachers

Problem Statement 2 (Prioritized): Principals, teachers, and staff need high quality and targeted professional learning so that they can develop to their fullest potential. **Root Cause:** The district needs to continue to utilize a differentiated approach to professional development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district's curriculum is tightly aligned with state standards. The district's scope and sequence is documented through the Eduphoria program. The Texas Essential Knowledge and Skills (TEKS) are divided among the four grading periods for foundational and enrichment curriculum programs. The written curriculum is based on state standards. The taught curriculum mirrors the written curriculum, but teachers have the autonomy to develop and determine the most effective instructional strategies to deliver the standards-based lessons. The assessed curriculum is aligned to the taught curriculum and includes the state standards that are assessed frequently to determine student mastery and ensure all students are adequately prepared for the next grade level.

Teachers meet regularly to organize the TEKS through curriculum maps. The TEKS are organized by the year and by common TEKS. Mini-mock assessments are created by master teachers and administered quarterly to help identify students who have not mastered student expectations and to identify areas in the curriculum where there is a need to increase rigor, allot additional instructional focus and time or add resources. Data meetings provide allow campuses to review results, make revisions to instructional strategies and practices and share intervention plans. Changes are made based on a review of data results.

Teachers have the autonomy to create lessons that support the mastery of student expectations. Common and campus-specific resources are available. Eduphoria Forethought provides a template for the organization of lessons plans and is aligned with the district's scope and sequence. Forethought allows teachers to share individual lesson plans.

Additionally, in the fall of 2021 AISD launched the new RAMP initiative which helps to identify the 4 focus areas of AISD for the school year. R is reading academy, A is for acceleration, M is for the MAPS assessment and P is for PLCs.

Curriculum, Instruction, and Assessment Strengths

Angleton ISD revises instructional delivery and pacing as a result of data reviews. Angleton teachers have access to a rich curriculum. As curriculum changes and revisions are made each year our teachers stay abreast of the changes with little or no layers to the implementation.

Assessment drives instruction in Angleton. The results and review of the assessments impact curriculum and instructional decisions. Following the administration of common assessments, teachers meet to discuss the results. Teachers analyze the learning standards by leveraging two sets of data. Student expectations are then divided into two groups: areas falling below the target with maintained scores and performance scores which are lower than previous assessments; and areas falling above the target with maintained scores and performance scores which are higher than the previous year. Focus standards are identified before the next administration of common assessments. A thorough review of the focus standards including the amount of time spent on instruction, the focus and rigor, the intervention strategies, shared practices and the plan of action before the next assessment. The identified focus standards are reviewed at each data meeting.

Also, each of the campus leadership teams meets with all campus teachers several times a month to review data and campus performance using a Professional Learning Community (PLC) model.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students need to be able to apply their learning in real-world situations. **Root Cause:** Educators need to more chances to implement higher-level thinking skills and problem-solving in student learning.

Problem Statement 2 (Prioritized): More AISD students should be scoring at the meets and masters level on the STAAR test. **Root Cause:** Teachers need support providing

differentiated instruction to students who need both acceleration and remediation.

Parent and Community Engagement

Parent and Community Engagement Summary

AISD works to ensure that parents have information about higher education admissions, financial aid opportunities, so that they can make informed choices to help their students be prepared for success beyond high school. Additionally, each AISD campus has a parent engagement plan that was developed locally to ensure that it reflects the needs of the different campus communities.

Parent and Community Engagement Strengths

Angleton ISD also has a strong supporters across the city, but the most well know would be the Angleton ISD Education Foundation. The AISD Education Foundation supports AISD students and teachers through grants for innovative ideas not covered by the normal operating budget. The foundation is overseen by an all-volunteer Board of Directors comprised of highly experienced, successful representatives from the business and service sectors, along with educators and the community-at-large, governs the Foundation. AISD has recently parented with the Houston Food Bank to open a school food pantry that allows families in need to receive groceries such as meat and fresh produce as well as household items. The school pantry is open twice a month at Angleton Junior High school and is staffed by students and volunteers from across the district. The AISD community

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a lack of parental and community involvement in the overall participation in various advisory groups and committees. **Root Cause:** Many parents and guardians do not feel comfortable engaging with the district unless there is a problem with their student.

District Context and Organization

District Context and Organization Summary

Angleton has a strong community of learners from the student, parent and teacher perspective. The students know that parents and staff place great emphasis on learning. Schedules are drafted so that maximum time is spent on learning during the school day. Master schedules both at elementary and secondary guide the amount of time spent on each subject. Principals monitor the implementation of the master schedule. There are clearly defined goals based on data as well as a challenging curriculum designed for students to master the additional rigor encompassed within the STAAR assessments. Teachers provide additional assistance to those students who demonstrate needs based on common assessments. Additional assistance is provided on all campuses through various programs such as Power Hour, after and before school tutorials, Breakfast Club, Target, and Advocacy.

The goals of the district and campuses are clearly aligned. The campuses put activities in place to enable the district and campuses to meet the identified goals. Elementary and secondary schools all have teacher teams/professional learning communities. The instructional teams on the campus are the grade level/content teams as well as vertical teams. The vertical teams identify areas of weakness and determine the prerequisite skills that need additional instruction at preceding grade levels. The grade level/content area teams target interventions or make changes in instruction after reviewing data from assessments. There are also operational teams on each campus which oversee any issues that develop in the day to day campus management.

Organization health surveys are completed by the staff for every campus. These surveys look at autonomy, morale, problem-solving, goal focus, cohesiveness, adaptation, communication adequacy, innovativeness, power equalization, and resource utilization. Each campus receives the results of the survey and then makes plans to remediate any area of weakness. Earlier in the school year, the campus leadership teams hosted the OHI team for an individual consultancy.

District Context and Organization Strengths

Angleton ISD has 11 campuses and the schools are provided support from a variety of sources. Campuses are divided into support bands based on the age of students they serve and 6 schools are provided support via the elementary curriculum department and 5 schools that are provided support via the secondary curriculum departments. These departments provide real-time support related to curriculum and instruction issues, master scheduling support, and parent concerns. Each of the campuses receives the support of at least one instructional coach. The Special Education, Student Support and Academic Services departments provide support to all campuses and work to ensure that schools are in compliance with all local, state and national guidelines related to supporting students.

During the quarterly DAC meetings, the cross functional group of stakeholders is provided with an opportunity to give feedback and make suggestions to the specific activities associated with title funds and their expenditures as they relate to the district improvement plan.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: All AISD Stakeholders need a clear understanding of all of the academic, and financial challenges and successes the distract faces   **Root Cause:** Stakeholders do not understand the accountability system and how schools are measured.

Technology

Technology Summary

Driven by district goals, the technology department is charged with creating and maintaining a robust, secure, and reliable technology infrastructure and integrating technology into the classroom through instructional technology support.

Our technology goals:

- Student success through technology integration,

- Creating an environment that will accommodate current and future technology requirements,

- Provide equipment and online resources to seamlessly integrate technology into the classroom, and

- Provide support personnel to keep the technologies operational throughout the district.

AISDnet is a comprehensive network that carries voice, video and data via dedicated fiber technologies. Each school's local area network (LAN) has both wired and wireless connectivity. Each school has a 10 gigabit fiber connection back to the district's centralized wide area network (WAN) center (excluding JJAEP). JJAEP has a 1 gigabit connection to the district's centralized WAN center. The current classroom model is: teacher Chromebook, teacher Windows laptop, interactive presentation station, and a 1:1 classroom set of Chromebooks.

The technology department supports all district personnel through an online helpdesk. The helpdesk allows our staff to report both technical and instructional problems. The helpdesk tracks all calls and helps our department to be efficient, as well as track and measure customer satisfaction and quality of service. We currently support approximately 7,700 users, maintain over 10,000 computer devices and answer about 6,500 help desk calls per year.

The technology department maintains and ensures the accuracy of the student information system (Skyward) which communicates all student information to the state's Public Education Information Management System (PEIMS) database. It also provides a Family Access section that allows parents quick access to their children's grades, attendance, and discipline information. This access is intended to allow parents to play a stronger role in the education of their children.

Promoting student success through research-based technology integration practices in the classroom is also a responsibility of the technology department. Currently, we have five instructional technology coaches. Instructional Technology provides technology workshops, technology integration support to teachers as they plan lessons, and education about grant resources for educators to obtain additional funding for technology.

Technology workshops are held in the summer, on district in-service days, and during teacher planning periods or after school. Additionally, coaches also provide technology training and support during the day in Professional Learning Communities (PLCs), and in subject, campus, and grade level meetings. Workshops promote research-based best practices, including Technology Applications TEKS, Information Communication and Technology (ICT) standards, and International Society for Technology Education (ISTE) standards, all of which are recognized worldwide for best practices of technology integration in the classroom.

Technology integration support occurs individually with teachers and administrators in large and small groups. Teachers and administrators request additional technology integration support as they plan for student learning. Coaches recommend software, hardware, and apps that will support lesson objectives. In addition, coaches help teachers increase student learning and thinking skills by analyzing lessons through research based best practices. Success in technology is measured by in-district student and teacher surveys, workshop participation, classroom observations through T-TESS and informal walkthroughs, participation in the Angleton ISD Digital Showcase, and an 8th grade technology proficiency assessment.

The past few years have forced us to expand our technology footprint and provide each student with a Chromebook so that all students can access remote learning. Additionally, the

district has the ability to provide over 1,500 AISD households access to the internet via WiFi hot-spots. In some elective and Career and Technology (CTE) courses, iPads and Windows laptops are available as needed to access specialized programs and curriculum that require iOS or Windows operating systems. To help teachers integrate technology safely, appropriately, and effectively, the instructional technology department works closely with all teachers throughout their first year of technology integration. After the first year of technology integration, teachers have regular access to technology courses, opportunities to work with instructional coaches, and opportunities to collaborate with other teachers in the use of technology in the classroom.

Instructional technology coaches also seek out grant programs that can supplement technology provided by the district. Where possible, coaches write and submit technology grants. Grants specific to educators are also published and promoted by the Instructional Technology Department.

The technology department is staffed as follows:

1 - Director of Technology

5 - Instructional Technology Coaches

1 - Network Administrator

2 - IT Support Specialists

6 - Computer Technicians

1 - PEIMS Coordinator

1 – PEIMS Assistant

Technology Strengths

- Technology support.

- Student and teacher access to classroom devices

- Professional development offerings and staff participation.

- Local Area Network (LAN) and Wide Area Network (WAN) infrastructure.

- Internet access bandwidth speed.

- District VoIP telephone network.

- Online Skyward access to student grades, attendance, and discipline.

- All Continuing Professional Education (CPE) credit hours are tracked online with Eduphoria.

- Parent Communication through Blackboard, Facebook, district web-site, district hot line, and Skyward family access.

- Students and educators can communicate better, have online access to files, and have the ability to collaborate through Google's G-Suite.

Problem Statements Identifying Technology Needs

Problem Statement 1: Less than 70 percent of our eighth graders are technology proficient.   **Root Cause:** Technology integration in core and elective classes is inconsistent.

Problem Statement 2: Cannot provide 24/7 access to district files and resources online for students and staff.   **Root Cause:** Not all students have internet access / devices at home.

Problem Statement 3: Presentation stations lack interactive hardware and software that would promote student-centered learning.   **Root Cause:** Aging equipment; limited budget.

Priority Problem Statements

Problem Statement 1: Discipline issues need to be consistently addressed to alleviate distractions of serious and persistent offenses on campus.
Root Cause 1: Continue to support staff by providing training on the implementation of positive behavior supports
Problem Statement 1 Areas: District Culture and Climate

Problem Statement 2: Consistent communication within and between campus, and departments across AISD.
Root Cause 2: We have identified the need for more open, effective, and frequent communication between all stakeholder groups.
Problem Statement 2 Areas: District Culture and Climate

Problem Statement 3: Students in traditionally low performing student populations are not closing achievement gaps at an acceptable rate.
Root Cause 3: Teachers must continue to differentiate instruction to improve student outcomes.
Problem Statement 3 Areas: Student Achievement

Problem Statement 4: As a group Special Education students did not meet the minimum standard for Reading, Writing, Math, Science or Social Studies.
Root Cause 4: Teachers need more support implementing differentiating instructional programs for all students.
Problem Statement 4 Areas: Student Achievement

Problem Statement 5: More students should be scoring at the meets and masters levels.
Root Cause 5: A consistent focus on quality first teaching is needed across all AISD campuses.
Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Meeting the needs of all students continues to be an area of challenge for the district.
Root Cause 6: We are growing as a district and that is leading to larger class sizes and a more diverse student population (SPED, ESL, etc.).
Problem Statement 6 Areas: Demographics

Problem Statement 7: A large % of AISD teachers have less than 5 years of experience in the classroom, and they are not comming into the professional via the traditional route.
Root Cause 7: Texas is facing a teacher shortage and we have a smaller pooler of qualified teachers
Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Principals, teachers, and staff need high quality and targeted professional learning so that they can develop to their fullest potential.
Root Cause 8: The district needs to continue to utilize a differentiated approach to professional development.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Students need to be able to apply their learning in real-world situations.

Root Cause 9: Educators need to more chances to implement higher-level thinking skills and problem-solving in student learning.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: More AISD students should be scoring at the meets and masters level on the STAAR test.

Root Cause 10: Teachers need support providing differentiated instruction to students who need both acceleration and remediation.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: There is a lack of parental and community involvement in the overall participation in various advisory groups and committees.

Root Cause 11: Many parents and guardians do not feel comfortable engaging with the district unless there is a problem with their student.

Problem Statement 11 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 60% by June 2025.

Performance Objective 1: Utilize academic, social, and emotional strategies that strengthen and promote increases in student higher-level thinking, problem solving skills and engagement.

Evaluation Data Sources: There will be an increase in the percentage of students scoring at the meets expectations level on the 2024 STAAR exams.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development for educators to learn how to implement higher-level thinking skills and problem-solving in student learning.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: An increase in the number of students at each campus who score at the meets and masters level on STAAR. **Staff Responsible for Monitoring:** Superintendent Assistant Superintendent Directors Instructional Coaches Coordinators Principals **Funding Sources:** Instructional Coaches - Title I - $165,413, Instructional Coaches - Title II - $45,910, Reading Coaches - Grant - ESSER - $20,000	20%	40%	65%

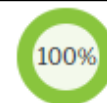| Strategy 2 Details	Formative Reviews		
Strategy 2: Provide tools to allow principals and teachers to effectively review data from universal screeners, common assessments, and state tests to determine growth, improvement, and instructional needs for teachers and students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Lesson plans and instructional delivery will reflect adjustments made due to reviews of the data and students needs. **Staff Responsible for Monitoring:** Assistant Superintendent Directors Instructional Coaches	30%	55%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Support opportunities for elementary students to participate in activities such as Academic UIL, Spelling Bee, Track & Field Day, Student Council, and PALS.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be engaged in extracurricular activities at early grades to promote increased sense of belonging and connection to school. **Staff Responsible for Monitoring:** Curriculum Directors Principals	20%	30%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide support and funding for administrators to receive differentiated professional development that will increase knowledge and skills regarding curriculum and school issues.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Final T-PESS ratings will show increased proficiency of administrators. **Staff Responsible for Monitoring:** Superintendent Assistant Superintendent Directors	15%	35%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will be provided leadership, guidance, training, and support to prepare them in using effective instructional strategies focused on specific student populations including economically disadvantaged, English language learners, special education, dyslexic, 504, MTSS, and gifted and talented.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: T-TESS data will show increased proficiency of teachers to work with needs of specific student populations. **Staff Responsible for Monitoring:** Curriculum Directors	15%	55%	75%

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide materials and resources to assist staff in implementing policies and procedures regarding dating violence, bullying, sexting, drug and alcohol abuse, etc.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: A decrease in the instances of dating violence, bullying , sexting, drug and alcohol abuse when compared with the 2023 school year. **Staff Responsible for Monitoring:** Director of Student Services	100%	100%	100%
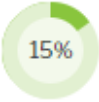
Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure that all students meet the TEA daily physical activity level that corresponds with their grade level.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students receive the health and academic benefits provided by physical activity throughout the school week. **Staff Responsible for Monitoring:** Superintendent Assistant Superintendent Curriculum Directors	20%	100%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 60% by June 2025.

Performance Objective 1: Improve cradle to career alignment and create seamless transitions to better prepare students for college entry and post-secondary success.

Evaluation Data Sources: There will be an increase in the percentage of students scoring at the meets expectations level on the 2024 STAAR exams.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize professional development framework to offer purposeful training that reflects the specific needs of teachers and principals.	**Formative**		
Strategy's Expected Result/Impact: Increase in alignment between STAAR passing rates on teachers final summative ratings on T-TESS.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Superintendent Assistant Superintendent Directors Instructional Coaches **Funding Sources:** Instructional Coaches - Title I - $165,413, Instructional Coaches - Title II - $45,910	15%	55%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure that campuses receive training and resources necessary to implement remediation and intervention systems that are aimed at closing gaps for students transitioning from elementary to jr. high, jr. high to high school and high school to college.	**Formative**		
Strategy's Expected Result/Impact: Ad decrease in the number of students working their way out of remediation as measured by summer school attendance.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administrators	15%	35%	75%

Strategy 3 Details	Formative Reviews		
Strategy 3: Work with teacher leaders to seek input on the decisions regarding use, selection and development of local assessments.	**Formative**		
Strategy's Expected Result/Impact: Local assessments will provide actionable data that helps to improve the achievement of individual students and the overall instructional program.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Curriculum Directors	10%	35%	100%

Strategy 4 Details	Formative Reviews		

Strategy 4: Provide supplemental materials to assist teachers in developing and delivering a guaranteed and viable curriculum and assessment program.
    Strategy's Expected Result/Impact: Staff has access to curriculum and assessment resources and materials that supplement classroom activities.
    Staff Responsible for Monitoring: Curriculum Directors
	Formative		

	Nov	Feb	May
	15%	35%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Expand access to high stakes testing (ACT,SAT, TSIA, AP) college-level courses (AP, dual- credit) to promote college readiness.
    Strategy's Expected Result/Impact: Staff will have data that supports instructional changes that promote increased college readiness.
    Staff Responsible for Monitoring: Secondary Curriculum Director
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: Develop secondary course selection guides in English and Spanish that provide students and their parents information about the various courses, endorsements, and credits available to them from 6-12th grade.
    Strategy's Expected Result/Impact: Students will have opportunities to explore personal interests that promote a sense of belonging on the campus, and career interests that promote the selection of college and career pathways.
    Staff Responsible for Monitoring: Curriculum Directors
CTE Coordinator
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 7 Details	Formative Reviews		

Strategy 7: Ensure that secondary campuses have the most relevant and up to date information and resources regarding graduation plans so that they may assist parents and students in making informed choices regarding college and career pathways.
    Strategy's Expected Result/Impact: All students will have six year graduation plans created in collaboration with counselors and parents.
    Staff Responsible for Monitoring: Secondary Curriculum Director
Director of Student Services
CTE Coordinator
Advanced Academics Coordinator
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Work with staff to develop career pathways that will maximize use of college programs, transfer plans, and relevant information to expand the offerings to and enhance the preparation of high school students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Career pathways and staffing implications are mapped out to ensure student needs will be met. **Staff Responsible for Monitoring:** Curriculum Directors CTE Coordinator Advanced Academics Coordinator	100%	100%	100%

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Educate all stakeholders on workforce trends, career pathways, preparation, and opportunities available for students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parents will take a more active role in student course selection. This will be evidence by the number of students enrolling in pre-ap or CTE courses. **Staff Responsible for Monitoring:** Directors Principals Counselors	25%	30%	65%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: 100% of the Angleton ISD Safety recommendations will be implemented

Performance Objective 1: For the 2023 school year AISD, will continue to develop and implement the emergency operations plans so that students and staff feel safe at school.

High Priority

Evaluation Data Sources: This will be measured by an increase in student attendance and staff satisfaction on the OHI survey, and by the data in the external door audit.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to implement and make revisions to the district and campus Emergency Operation Plan (EOP) to evaluate emergency procedures for both instructional and non-instructional facilities	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The EOP for instructional and non-instructional facilities will be current and AISD staff will practice the plan according to the procedures **Staff Responsible for Monitoring:** Safety and Security Committee Risk Management Assistant Superintendent of Operations	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Safety and Security committee meeting will be held at least three times per year to continue to evaluate the district's implementation of the districts standard response protocol and respond to safety and security issues as they arise.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The Districts partnership with first responders (the county EOC, Angleton PD, EMS, etc.) allows us to be proactive and creates safe and secure learning environment on campuses student attendance by and increasing student attendance and achievement. **Staff Responsible for Monitoring:** Safety and Security committee	65%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide information, awareness and training for staff, students and parents for:	Formative		
* Suicide prevention	Nov	Feb	May
* Conflict resolution * Violence prevention * Sexual harassment prevention * Discipline management * Dating violence * Sex Trafficking * Anti-bullying * Trauma informed care **Strategy's Expected Result/Impact:** Presentations and training will be provided and documented. the following resources will be utilized: **Staff Responsible for Monitoring:** Counselors Director of Student Services, Community and Schools Social Workers	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Create a threat assessment team for the District and for each school within the District to proactively seek student that maybe a threat to themselves, the District and others.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Training for each team on completion of a threat assessment, when it is necessary and how to handle the results. Documentation will be kept on participants trained and a list will be compiled of threat assessments done for the 2024 year along with consequences given **Staff Responsible for Monitoring:** Social workers, counselors, community in Schools, Community Health Network and Gulf Coast center	100%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: All staff will complete the Safe School courses on multiple safety issues as well as complete the ALICE (Alert, Lockdown, Inform, Counter and Evacuate) active shooter training.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Staff will have the tools and knowledge necessary to react to any dangerous situation or crisis. Increased performance and attendance of student and staff will be measured each nine weeks. **Staff Responsible for Monitoring:** Director of Student Services Principals	100%	100%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: The percentage of students with 5 or more referrals will drop 20% from 2019 to August 2025.

Performance Objective 1: Students will demonstrate active understanding of the soft skills necessary to be prepared for employment or post-secondary education.

    Evaluation Data Sources: Skyward, Naviance

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The district's wellness plan will be implemented on each campus	Formative		
Strategy's Expected Result/Impact: Reduction in students missing instruction because of spending time in nurse's office/ICS for behavior challenges. **Staff Responsible for Monitoring:** Principal, Nurses, Director of Nutrition, Director of Student Services	Nov	Feb	May
	20%	45%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor failure rates each grading period and provide a framework that promotes a multi-tiered system of support.	Formative		
Strategy's Expected Result/Impact: Students will receive timely interventions and failure rates will be reduced. **Staff Responsible for Monitoring:** Curriculum Directors Campus Administrators	Nov	Feb	May
	35%	55%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Identified eligible Title I campuses will receive equitable allocations to assist in meeting the needs of their students and to enhance their overall school program	Formative		
Strategy's Expected Result/Impact: A minimum of 80% of Title I funds will be expended on staff, resources, and activities to support improved student outcomes. **Staff Responsible for Monitoring:** District Administrators Campus Administrators	Nov	Feb	May
	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: District will meet with campus staff committee to review and analyze attendance, graduation and discipline rates for the district and each campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Discipline and attendance rates each month will show an increase over the prior month and prior year. **Staff Responsible for Monitoring:** Superintendent Assistant Superintendents Directors Principals	75%	85%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
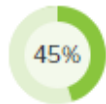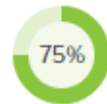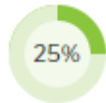
Goal 5: The percentage of graduates that meet the criteria for CCMR will increase from 52% to 90% by August 2025.

Performance Objective 1: Increase engagement of parents who have been disenfranchised or unable to participate in their students education.

    Evaluation Data Sources: Pre and Post Parent Engagement Survey results will show a increase the number of parents who feel valued as partners in their students education.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish effective two-way communication (home to school, school to home) through multiple means of communication based on parent needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increase in parent attendance at parent nights, open house, conferences and school events. **Staff Responsible for Monitoring:** Campus Administrators Public Information Officer	30%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase partnership opportunities with community organizations to assist in targeting/meeting needs of families.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: An updated directory of partnerships and resources is maintained and Social Worker and Counselor caseloads show an increase in participation. **Staff Responsible for Monitoring:** Campus Administrators Social Workers Counselors	15%	50%	75%

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure that all AISD stakeholders are informed of district activities and meaningful volunteer opportunities (Example: Family night, Beautification Efforts, Reading Partners, etc.)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Campus and district social media and web pages show an increase in high interest content and participation by various stakeholders resulting in increased support for AISD. **Staff Responsible for Monitoring:** Superintendent Assistant Superintendent Directors Public Information Officer Campus Administrators	25%	70%	80%

Strategy 4 Details	Formative Reviews		
Strategy 4: Connect students and families to resources that strengthen and support students' learning and well-being (Example: Health Dept, Youth and Family Counseling, WIC and TANF) **Strategy's Expected Result/Impact:** Social Worker and Counselor caseload shows an increase in participation. **Staff Responsible for Monitoring:** Director of Student Services Social Workers Counselors	Formative		
	Nov	Feb	May
	45%	75%	85%

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide information and training to staff on effective ways to communicate with parents based upon consultation with parent representatives. **Strategy's Expected Result/Impact:** Staff effectiveness in communicating widely and often with parents is increased. **Staff Responsible for Monitoring:** Director of Academic Services	Formative		
	Nov	Feb	May
	25%	60%	75%

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training to appropriate campus staff to ensure that homeless students are identified and provided appropriate services. **Strategy's Expected Result/Impact:** Students in temporary living situations will be provided support and resources needed to have positive academic and social outcomes. **Staff Responsible for Monitoring:** Director of Academic Services	Formative		
	Nov	Feb	May
	50%	100%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
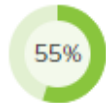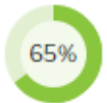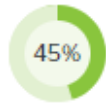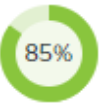
Goal 5: The percentage of graduates that meet the criteria for CCMR will increase from 52% to 90% by August 2025.

Performance Objective 2: Improve outcomes of bilingual, ESL, gifted and talented, special education, dyslexic, and 504 students.

    Evaluation Data Sources: Student groups will show an increase in performance on STAAR when compare with previous years results.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that all at-risk students are identified to aid campuses in providing targeted, accelerated instruction . Provide credit recover program for struggling students and the opportunity for acceleration as requested.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Increased performance on local and state assessments. Increase in attendance and graduation rates for at-risk students.
    Staff Responsible for Monitoring: Director of Academic Services
 	
    Funding Sources: Edgenuity - Grant - $65,000
	55%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: SPED students will be provided instruction that is innovative and thoughtfully created through collaboration by specialists, teachers and parents and is designed to meet students identified needs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in student performance as measured in individual IEP at annual ARD's. **Staff Responsible for Monitoring:** Principal Curriculum Directors Bilingual/ESL Coordinator Advanced Academics Coordinator Director of Special Education	25%	50%	65%

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: Students receiving Gifted and Talented services will receive curriculum that is innovative and thoughtfully created through collaboration by specialists. Curriculum is intended to enhance student learning and create opportunities to improve performance and increase opportunities for success.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be monitored each grading period to identify those who are experiencing difficulty and need additional assistance. Students will receive high quality instruction to meet their individual needs. Stakeholders with be knowledgeable of student performance in the G.T. Program. **Staff Responsible for Monitoring:** Principal Curriculum Directors Bilingual/ESL Coordinator Advanced Academics Coordinator Director of Special Education	55%	65%	80%

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: ELL and Bilingual students will be provided instruction that is innovative and thoughtfully created through collaboration by specialists.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: An increase in the number of ELL's who score at Advanced High on TELPAS. **Staff Responsible for Monitoring:** Principal Curriculum Directors Bilingual/ESL Coordinator Advanced Academics Coordinator Director of Special Education	45%	70%	85%

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Students with a documented 504 plan will be provided instruction that is innovative and thoughtfully created through collaboration by specialists, teachers and parents and is designed to meet students identified needs.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in student performance as measured in individual plan at annual meeting. **Staff Responsible for Monitoring:** Principal Curriculum Directors Bilingual/ESL Coordinator Advanced Academics Coordinator Director of Special Education Director of Student Services	50%	70%	85%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: AISD will partner with our local PNP to ensure that all students are provided access to a high quality education

Performance Objective 1: After timely and meaningful consultation with the PNP AISD will provide equitable services that address the current needs of the PNP students and staff based on their proportionate share of the funds as allowed under the grant. All educational services, including materials and equipment, must be secular, neutral and nonideological.

    Summative Evaluation: Met Objective

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $2,513,692.00
Total FTEs Funded by SCE: 53.445
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Aaron, Jenny	Intervention Teacher	1
Aasletten, Karen	Teacher	1
Aguilar, Nikki	Instructional Assistant	1
Asquith, Scott	Intervention Teacher	1
Bailey, Kristina	Intervention Teacher	0.125
Barker, Katherine	Intervention Teacher	0.86
Barnard, Sara	Intervention Teacher	1
Beck, Robin	Intervention Teacher	1
Blanchard, Cody	Intervention Teacher	0.375
Boone, Kallie	Instructional Assistant	1
Bradshaw, Kelley	Intervention Teacher	1
Brady, Taylor	Intervention Teacher	0.125
Brown, Ivy	504 Coordinator	1
Cabrera, Jose	Intervention Teacher	0.25
Chalmers, Jill	Intervention Teacher	1
Cortinas, Christina	LPC	0.4
Cruise, Aleize	Intervention Teacher	1
Damian, Sandra	Instructional Assistant	1

Name	Position	FTE
Damian, Sandra	Instructional Assistant	1
Diaz, Rocio	Instructional Assistant	1
Doherty, Kandi	Instructional Assistant	1
Dominguez, Lorie	Intervention Teacher	1
Dorr, Stephen	Intervention Teacher	0.25
Dowty, Emily	Instructional Assistant	1
Fawehinmi, Patricia	Instructional Assistant	1
Franks-Carter, Gwen	Social Worker	1
Garcia, Perla	Instructional Assistant	1
Gardner II, Gilbert	Intervention Teacher	0.25
Gideon, Zachary	Intervention Teacher	0.619
Gonzales, Elizabeth	Instructional Assistant	1
Grassman, Laura	Teacher	1
Gray, Rhonda	Intervention Teacher	0.25
Gutierrez, Armida	Instructional Assistant	1
Hernandez Flores, Ana	Instructional Assistant	1
Higgins, Jacqueline	LPC	1
Holmes, Darrell	Intervention Teacher	0.25
Howell, Cecilia	Instructional Assistant	1
Hrabovskt, Dale	Teacher	1
Jackson, Sincere	Instructional Assistant	1
Jerome, Kelly	Intervention Teacher	1
Kersten, Glenda	Instructional Assistant	1
Lacy, Kelley	Interventionist	1
Lahodny, Sondra	Intervention Teacher	0.5
Lansford, Cheyenne	Intervention Teacher	0.5
Martinez, Francis	Social Worker	1
Melton, Mary	Instructional Assistant	1
Mercado, Saunja	Intervention Teacher	1
Monroy, Montserrat	Intervention Teacher	0.25
Myers, Kristy	Instructional Assistant	1

Name	Position	FTE
Neal, Rmonni	Teacher	1
Park, Seoyeon	Intervention Teacher	0.25
Peltier, Heather	Teacher	1
Peltier, Jennifer	Intervention Teacher	1
Perkins, Doneisha	Social Worker	1
Razo, Dafne	Instructional Assistant	1
Renfroe, Vicki	Intervention Teacher	0.371
Rios-Scarmardo, Sarina	Social Worker	1
Roberson-Carrier, Angelica	Counselor	1
Robinson, Gloria	Instructional Assistant	1
Robinson, Robert	Intervention Teacher	0.75
SIms, Tacor	Intervention Teacher	1
Small, Tiffiney	Intervention Teacher	0.25
Stallman, Jeanna	Teacher	1
Stevens, Sara	Intervention Teacher	0.43
Stroman, Makeda	Teacher	0.14
Wise, Kelley	Instructional Assistant	1
Woodard, Preston	Intervention Teacher	0.25

Title I Personnel

Name	Position	Program	FTE
Arias, Jessica	Instructional Assistant	RI	1
Brown, Laura	Instructional Coach	AJH	1
Clegg, Katie	Tutor	SS	.31
Cortinas, Christina	Counselor	TIV	.6
Crouch, Vicki	Instructional Assistant	AJH	1
Crowell, Suzanne	Instructional Coach	NS and CE	1
Dellinger, Suzanne	Tutor	NS	.38
Forrest, Kimberly	Instructional Coach	TII	1
Fuselier, Melinda	Instructional Assistant	WS	1
Garcia, Esmeralda	Instructional Assistant	WS	1
Gongora, Myra	Instructional Coach	WS and FT	1
Grear, Maryian	Instructional Assistant	NS	1
Haskins, Julia	Intervention Teacher	AJH	1
Hattaway, Connie	Tutor	SS	.31
Hawkins, Melanie	Teacher	TI, D2	1
Hobson, Haylee	Instructional Assistant	CE	1
Jefferson, Estela	Instructional Assistant	SS	1
Leija, Brittnee	Instructional Assistant	WS	1
Mendoza, April	Instructional Assistant	WS	1
Orozco, Bianca	Tutor	NS	.72
Ortiz, Priscilla	Instructional Assistant	CE	1
Perales, Alicia	Tutor	WS	.48
Reyes, Maria	Instructional Assistant	WS	1
Roberts, Debbie	Tutor	SS	.31
Robinson, Nygtra	Tutor	WS	.37
Rodriguez, Andrea	Instructional Assistant	Title III	1
Rodriguez, Madison	Instructional Assistant	FT	1

Name	Position	Program	FTE
San Miguel, Isabel	Instructional Assistant	Title III	1
Smith, Marjorie	Instructional Assistant	SS	1
Tumlinson, Adrienne	Instructional Coach	SS and RI	1
Vela, Maria	Instructional Assistant	Title III	1
Villareal, Rose	Instructional Assistant	AJH	1
Weirich, Victoria	Transition Coordinator	TI,D2	1
Willis, Linda	Instructional Assistant	AJH	1
Yglesias, Candace	Instructional Assistant	CE	1

District Funding Summary

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coaches		$165,413.00
2	1	1	Instructional Coaches		$165,413.00
				Sub-Total	$330,826.00
Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coaches		$45,910.00
2	1	1	Instructional Coaches		$45,910.00
				Sub-Total	$91,820.00
Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Coaches	ESSER	$20,000.00
5	2	1	Edgenuity		$65,000.00
				Sub-Total	$85,000.00