



SCHOOL *of* EXCELLENCE  
*in* EDUCATION

# 2013-2014 District Improvement Plan 015806

Date of Board Approval: 8/20/2013

## **2013-2016 Strategic Plan**

To ensure that the School of Excellence in Education Charter School District and its campuses followed a path of continuous reflection, purposeful action and improvement; the district began developing a three year strategic plan. In December 2012, the Superintendent appointed internal and external facilitators to guide the process of developing and implementing a strategic plan.

Between January and April 2013, a select committee of district and campus level administration and teachers met to discuss the basis of school reform. Shortly thereafter, the committee was expanded to include parents, community members, and students. In preparation for strategic planning, the committee reviewed AEIS data, information provided by the Texas Association of School Business Officials, and the Region XIII Campus Snapshot Report. The committee also revisited the district's current vision, mission, core values and goals.

By May 19<sup>th</sup>, the committee had rewritten the district's mission, vision, and core values. It also established seven focus areas, objectives, measures, and timelines.

Today, the Strategic Planning Committee and the District as a whole is in the first phase of implementation. As the Strategic Plan and the District Improvement Plan are dedicated to school improvement and providing a quality education to our students, they will be interfaced so District Goals and, ultimately, the needs of our students will be met.

### **Vision**

Innovate. Adapt. Excel. Dreams Happen!

### **Mission**

The School of Excellence in Education educates, motivates, and nurtures all learners by using evolving methods and technology.

### **School of Excellence in Education Board of Trustees**

Patrick Britton – President

Yasan Gooding, Ph.D. – Vice-President

LaVergie Washington – Secretary

Joe Martinez – Member

Lee Phillips - Member

## District Goals

- Increase student enrollment by a net 10% per campus for the next three years.
- By focusing on relationships, starting in 2013-2014, the District will increase student engagement to 100%.
- Beginning in 2013-2014, the District will build unity by effectively communicating and implementing clearly defined policies and procedures.
- Beginning in 2013-2014, the District will hire and retain 100% highly qualified and effective personnel.

## Values

### R.E.S.P.E.C.T.

Responsibility □ Endurance □ Service □ Passion □ Engagement □ Community □ Trust

## District Creed

Written by Bishop Rick Hawkins

### ***My Generation***

*This is my generation.  
I was born for such a time as this.  
My future is secure and my presence makes sense.  
I have purpose and potential;  
My steps are in order.  
I am destined to succeed.  
I do not need popularity;  
I am not impressed by superiority.  
My position is already secure!  
I am limited by my own actions.  
I produce excellence by my own attitude.  
This is my generation; it was waiting for me to arrive.  
I am here and I will not be the same.*

## Strategic Focus Areas

The strategic focus areas provide guidance to SEE leadership as it makes policy decision and develop initiatives and strategies to achieve our vision. Each strategic focus area contains processes and outcome objectives. The process objectives identify the actions that the district will take to achieve its mission and vision. The outcome objectives emphasize the changes expected as a result of purposeful activities.

1. Food Services and Nutrition
  - a. Improve food service across the district.
2. School Activities
  - a. Increase employee, student, and parent participation in school and district activities.
3. Character Education and Human Relations
  - a. Improve the culture and climate of the schools and district.
  - b. Attract, develop, retain and support caring, motivated, and highly engaged employees and students.
  - c. Promote a safe learning environment.
4. Policies and Procedures
  - a. Establish, communicate, and implement clearly defined policies and procedures across the district.
  - b. Improve the district's communication with employees, students, parents and the community.
5. Recruitment, Outreach, and Communication
  - a. Increase and retain student enrollment across the district.
  - b. Improve district's communication with employees, students, parents, and community.
6. Academic and Community Resources
  - a. Improve student achievement across all content areas and student subgroups.
  - b. Increase student engagement in the learning process.
  - c. Evaluate programs for effectiveness.
  - d. Access local talent and expertise to support district goals and objectives.
7. Facilities
  - a. Improve facilities across the district.

## **Ten School-wide Components Required by Federal & State Funding**

Funds received under Title I, Part A of the Elementary and Secondary Education Act provides supplemental funding to provide additional resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. The School of Excellence in Education receives these funds under a school-wide program so that all students, but especially those from low-income homes, receive an equitable, effective education. As a participant in this program, SEE and its campuses must develop an improvement plan to meet the following objectives: 1) institute school-wide reform strategies; 2) provide instruction by highly qualified teachers; 3) encourage parental involvement and 4) provide transition support from early childhood education to general education. To ensure these objectives are met each plan must address ten specific components. They are:

1. Comprehensive Needs Assessment
2. School-wide Reform Strategies
3. Instruction by highly qualified professional teachers
4. High quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program
9. Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards
10. Coordination and integration of federal, state and local services and programs

### **Integration of SEE's Strategic Plan and District Improvement Plan**

To meet the district's strategic goals and the elements required by federal and state funding; the 2013-2014 District Improvement Plan will ensure that the Seven Strategic Focus Areas and the Ten School-wide Components are addressed within the plan.

## District Site Based Decision Making Committee

Superintendent – Academics Director – Special Projects Director – Chief Financial Officer – Human Resources Director  
 – Transportation Director – Technology Director – Principals – Elementary CICs – Grant Writer – Assistant Director of  
 Operations & Communications District Nurse – PEIMS Coordinator – IT Manager – Parent –

### Comprehensive Needs Assessment

Data	Sources	Summary of Findings																																																												
Taks/EOC/STAAR <ul style="list-style-type: none"> <li>• District/Campus Grade Level</li> <li>• TEKS Objectives</li> <li>• Ethnic Groups</li> <li>• Economically Disadvantaged</li> <li>• LEP</li> <li>• Gender</li> <li>• At-risk</li> </ul>	TAKS/EOC Data STAAR Raw Scores AYP Report PEIMS Report Program Data Retest Data (Exit Level) Longitudinal/Cohort Data Trend Data Professional Development Schedule	The State of Texas rolled out the State Assessment of Academic Readiness (STAAR) for grades three through six and the End of Course (EOC) assessments for secondary students during the 2011-2012 academic year. Due to the transition the state did not provide new ratings for 2011-2012. As the STAAR is designed to be more rigorous; it was expected that at least half of the school districts would not fare as well as they have in the past; however, more than 85% of the schools "Met Standards." To receive a "Met Standards" rating all campuses and districts must meet accountability targets on all indexes for which they have performance data in 2013.																																																												
<h4 style="margin: 0;">Accountability 2013 Index Summary</h4>																																																														
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**2013 Accountability Summary**

<b>Campus</b>	<b>Rating</b>	<b>Met Standards On</b>	<b>Did Not Meet Standards On</b>	<b>Distinction Designation</b>
<b>District</b>	Met Standard	<ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Student Progress</li> <li>• Closing Performance Gap</li> <li>• Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Hawkins</b>	Improvement Required	<ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Student Progress</li> <li>• Closing Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Lee</b>	Improvement Required	<ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Closing Performance Gap</li> <li>• Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Saenz</b>	Improvement Required	<ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Closing Performance Gap</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Kelley</b>	Met Standard	<ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Closing Performance Gaps</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Achievement in Reading/ELA</li> <li>• Academic Achievement in Mathematics</li> </ul>
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<b>Copeland</b>	Met Standard	<ul style="list-style-type: none"> <li>• Student</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Academic</li> </ul>

		<ul style="list-style-type: none"> <li>Achievement Closing Performance Gaps</li> </ul>		<ul style="list-style-type: none"> <li>Achievement in Reading/ELA</li> <li>Academic Achievement in Mathematics</li> </ul>
<b>Walker</b>	Met Standard	<ul style="list-style-type: none"> <li>Student Achievement</li> <li>Student Progress</li> <li>Closing Performance Gaps</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Academic Achievement in Reading/ELA</li> <li>Academic Achievement in Mathematics</li> </ul>

As this is a transition year, the Texas Education Agency asked the Department of Education for a waiver for the 2013 federal accountability ratings. As of this date, the DOE has not made a decision. In the meantime, the 2012 Adequate Yearly Progress ratings remain static. According to TEA's Division of Program Monitoring and Interventions, the district and campuses are rated as:

- Federal Accountability
  - District - Stage 2, Year 2 (Reading and Graduation Rates)
  - Hawkins – Stage 2, Year 2 (Graduation Rates)
  - Saenz – Stage 1, Year 1 (Math)
- Performance Based Monitoring (PBM) – No Child Left Behind, Stage 1 (Continuing Implementation)
- Data Validation Monitoring (DVM) – Leavers, Stage 4 (Escalated Oversight)
- State Accountability
  - Hawkins – Formerly AU
  - Saenz – Year 3 AU

Between the STAAR results and the AYP Ratings it is apparent that strategies need to be developed to improve student achievement and teacher efficacy at the secondary level, while maintaining a strong educational foundation in the lower grade levels.

Critical to an increase in student achievement is research-based, data driven professional development for teachers, principals and district administrators. To ensure that the needs of all learners which includes students identified as at-risk, special education, bilingual/ESL, 504, homeless, and migrants; faculty and staff are receiving professional development in Positive Behavior Intervention Support (PBIS) and Response to Intervention (RtI). Specific professional development planned to meet the needs of teachers and students from Hawkins and Saenz will be designed to increase student achievement in all core areas: math, ELAR, science, and social studies. The elementary and intermediate campuses are designing professional development in conjunction with the district to increase academic achievement in reading and mathematics. Both the



		district and campuses recognize that the specific strategies written into this plan are necessary to increase student achievement and thereby meet both state and federal academic standards.									
<b>Other Assessments</b> TAKS-M TAKS-Alt TELPAS STAAR-M TPRI/OWL Local benchmark data Academic records of homeless and migrant students	AYP Report TELPAS Data SPED Assessment Data TPRI Data Local Benchmark Data	Data-driven and focused, continuous improvement planning and campus monitoring are at the core of the district's improvement process. TAKS, EOC and STAAR scores, AYP and PBMAS information are used as beginning sources of data. Other data sources include district formative assessments; TPRI, SAT/ACT, and AP test scores.  SEE continues to offer Advanced Placement and Pre-AP courses in core subjects. It is expected that dual credit courses will be reinstated during the 2013-2014.									
<b>Attendance Rate</b> District/Campus Grade Level Ethnicity/Gender Mobility Rates	Attendance Records Truancy Reports AEIS Reports AYP Report	Based on data from the June PEIMS 2013 submission; the district student attendance rate decreased from 96.56% in 11-12 to 95% in 12-13.  The reduction in attendance rates indicates that all campuses need to develop programs to increase student engagement and to impress upon parents the benefit of good student achievement.									
<b>Completion Rate/Dropout Rate/Retention Rate</b> Grade Level Ethnic Group Economically Disadvantaged Special Education LEP Gender Number of Years in School TAKS Performance At-risk	AEIS Report State Accountability Report AYP Report PEIMS Reports PBMAS Report	<b>AYP:</b> Graduation rate for 2009 was 56.3% with a decrease to 37.5% in 2010 the graduation rate for 2008 was 58%.  <b>AEIS Dropout Rate</b> <table border="1"> <thead> <tr> <th>Year</th> <th>7<sup>th</sup> &amp; 8<sup>th</sup></th> <th>9<sup>th</sup> – 12<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>2.6%</td> <td>3.5%</td> </tr> <tr> <td>2009-2010</td> <td>0%</td> <td>9.5%</td> </tr> </tbody> </table> Completion Rate for the Class of 2009 was 88.1% with an increase from 79.0% in 2008.	Year	7 <sup>th</sup> & 8 <sup>th</sup>	9 <sup>th</sup> – 12 <sup>th</sup>	2008-2009	2.6%	3.5%	2009-2010	0%	9.5%
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2008-2009	2.6%	3.5%									
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<b>Program Effectiveness</b> Special Education ESL/Bilingual At-risk Title I State Compensatory	Parents Teacher Conference Records Telephone Logs Master Schedules Special Education	Training on systemic, specific academic goal setting; and implementation and monitoring of those goals is still a priority for the district to ensure that state, federal, and local mandates for student achievement are consistently met across every sub-population and content area.  More opportunities for intervention, acceleration and individualized instruction need to be									

<p>Education Career and Technical Education Migrant Homeless SAT/ACT Scores (high school) AP (high school) 504/Dyslexia Technology Transitions Graduation Diploma Type (Minimum, Recommended, DAP) Parental Involvement Number of students in a class</p>	<p>Referrals LEP Referrals Site Based Decision Making Committee (SBDMC) Minutes Parents Teacher Conference Records Telephone Logs Master Schedules Special Education Referrals LEP Referrals Site Based Decision Making Committee (SBDMC) Minutes</p>	<p>made available for all learners. These services should be provided at the campus and district level throughout the school year, beginning early in September and continuing through the summer. Access to supplies and materials will be critical to the continuous implementation and on-going success of these opportunities.</p> <p>Research indicates the use of technology in classroom instruction results in a significant increase in student achievement. SEE needs to increase the number of technology integration training opportunities, and where needed, the number of classroom computers. Professional development should focus technology integration to meet the needs of our at-risk, special education, ELL, and other special population students. This needs to be emphasized during the school year.</p> <p>Due to increased numbers of LEP students, additional individualized support for ELL students and teachers is necessary. Bilingual services could be required starting in school year 2014-2015 for any grade level which has 20 or more students in the same language category.</p> <p>Due to increased rigor, and the lower level of passing scores in special education, additional or supplemental professional development in differentiated instructional strategies must be designed and implemented for general education and special education teachers and interventionists. Students need additional intervention and support through the CEIS, RtI and PBIS processes. This will require ongoing integrated professional development throughout the school year.</p>
<p><b>Staff Development Needs</b> Involvement of teachers in decisions regarding professional development Title I Title II Title III (English Language Acquisition) Title IV (Safe &amp; Drug Free) Region 20 Workshops Teacher Evaluations Teacher Certification/High Needs/HQ Areas Identified by data</p>	<p>Teacher Walk Through and Evaluation Data  District Staff Professional Development Records  Vertical and horizontal team planning  Staff Meeting Minutes and Reports</p>	<p>The district is continuing to provide training for the Site Based Decisions Making team, as well as insuring that the Strategic Planning Team provides a high level of communication with the SBDMC. The SBDMC and teacher evaluations play an important role in identifying appropriate professional development needs. The main focus of our staff development is to improve teacher understanding, utilization, and adjustment of instructional practices based on data analysis. This focus is aimed at improving instruction for "all learners," but especially for those students identified as at-risk, special education, bilingual, ESL, 504, homeless, migrants, and recent immigrants.</p> <p>Teachers and administration will be surveyed about their professional development needs; however, data will continue to drive our professional development plan.</p> <p>The District Professional development schedule addresses the specific needs identified. In the 2013-2014 school year these needs include (by priority): math, science, reading, writing, and new teacher support. Professional development also needs to include training on ESL/Bilingual, federal programs, accountability, parental involvement and adult education. However, all programs will meet the criteria set forth in the strategic plan and their effectiveness will be monitored throughout the year. The district cannot afford to</p>

disaggregation Program Needs At-risk 504/Dyslexia Special Education ESL/Bilingual AVID CPR & CPI SIOP		overlook needed training for district leadership, administrative and support staff and the board of directors.
<b>Additional Areas</b> Planning Budgeting Enrollment Projections Facilities Curriculum Staffing Patterns School Organizations	Community demographics Staff retention and turnover data Safety & Fire Inspection Reports Maintenance records	<p>In order to provide the needed support in the area of mathematics, reading, science, special education, and 504; SEE is in the process of contracting with math, science, reading, special education and 504 coaches to assist in developing a strong foundation in these critical need areas. The district will utilize resources from ESC 20 and other contractors to provide content support using research based staff development.</p> <p>A large portion of our student body has been identified as at-risk and would benefit from services provided by a school counselor. During the 2104 school year, the district will employ two school counselors – one for secondary and one for elementary students. And if grant funds allow, their services will be supplemented by a third counselor. Contact will be made with community resources to determine if counselors in training may complete their practicum at SEE. In addition, the district needs to ensure that our counselors obtain professional development needed to increase their efficacy.</p> <p>Health and fitness programs are also important to student achievement and success, including the district School Health Advisory Committee. Ongoing development in health and fitness programs is providing a foundation for lifelong success. Fitness programs at the secondary level include participating in UIL sports competitions. At the elementary level schools have PE periods. At this point, one elementary campus needs a playground.</p>
<b>Surveys</b> Staff surveys Parent surveys Student surveys Other surveys	Staff surveys Parent surveys Student surveys Other surveys	SEE will continue to utilize surveys to obtain input from district faculty and staff. Campuses also conduct an annual parent survey which provides feedback regarding campus operations. And, where appropriate, campus will survey students to obtain their opinions. This information is used during the campus needs assessment process.

## Recommended Initiatives and Strategies

First and foremost, all initiatives and strategies will be aligned with the district strategic plan and will address at least one of the strategic focus areas. It has been recommended that SEE receive:

- PBIS/Classroom Management Training
- Data Analysis and STAAR Aligned Assessment Training
- Accountability/Data Validation Monitoring/Leaver Team Training
- Content, lesson plan, and TEKS analysis support
- Teacher Mentoring Program
- Childhood Early Intervention Services (CEIS) and Response to Intervention (RtI)

Currently, all campuses are using benchmarks, AEIS and CBA data to identify student deficiency areas in order to help guide instruction. Tutoring and small group interventions continues to be conducted before, during, and after-school and in summer school to help meet the needs of all students with specific attention given to subpopulations: ESL/ELL, SPED, CTE, Economic Disadvantaged, African American and Hispanic and those who are at-risk of not graduating on time. In order to meet AYP, the district has, with the support of the PEIMS coordinator, implemented standard operating policies and procedures for enrollment, withdrawals, and leaver tracking of students to increase the accuracy of PEIMS reporting data which includes tracking the completion rate.

## Strategic Focus Area: Food Services & Nutrition

Strategic Objective: Improve food service across the district

District Goals:

*Increase student enrollment by a net 10% per campus for the next three years.*

*By focusing on relationships, starting 2013-2014, the district will increase student engagement to 100%.*

Action Step	Person(s) Responsible	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component
Redistribute cafeteria employees using campus enrollment data by the start of the 2013-2014 school year	Finance Office HR Office Child Nutrition Services	Local Funds Enrollment Data	Organizational Chart Employee surveys Retention of food service employees	A balance is maintained between campus enrollment and food service employees  Improved food service employee satisfaction	October 7, 2013 and on-going	2, 5,
Create school lunch menus based on survey data by the start of 2013-2014 school year	Child Nutrition Services Principals	Local Funds Ability to obtain a variety of foods  Student & Parent Participation	Meeting Notes Sign-in sheets Surveys Menus	Improved quality, nutritional value, and variety of food  Improved student satisfaction rates on surveys  Improved parent satisfaction rates on surveys	October 7, 2013 and on-going	1, 6, 9, 10

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
Determine if a consultant is needed, and if so, budget for a consultant to provide support in the area of food services by the start of the 2013-2014 school year	Finance Office Child Nutrition Services Nursing Services	Local Funds	If appropriate, RFQ for consultant Consultant contract Meeting notes Sign-in sheets	Improved nutritional and health reports from the nurse	October 7, 2013 and on-going	1, 2, 9, 10

## Strategic Focus: School Activities

Strategic Objective: Increase employee, student, and parent participation in school and district activities

District Goals: *Increase student enrollment by a net 10% per campus for the next three years.  
By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.  
Beginning in 2013-2014, the district will build unity by effectively communicating and implementing clearly defined policies and procedures  
Beginning in 2013-2014, the district will hire and retain 100% highly qualified and effective personnel.*

Action Step	Person(s) Responsible	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component
Print and distribute a Sports Events Schedule at the start of each season starting Fall of 2013-2014	Athletic Director Principals Students	Athletic Funds Local Funds Paper Printer & toner	Printed Schedules Event participation count	Increase in attendance at sporting events by 25%	October 7, 2013 and on-going	2, 6, 9, 10`
Schedule Homecoming Week events and activities for students and faculty at the start of the 2013-2014 school year	Athletic Director Principals Faculty & Staff Students	Athletic Funds Local Funds Paper Printer & toner Facilities for events Transportation, if needed	Published event schedule Event participation count Meeting notes Sign-in sheets	100% employee involvement  Increased student and parent involvement by 75%	September 1, 2013 and on-going	2, 6, 9, 10
Set up Campus Fundraising Accounts for each campus and include a beginning balance by the start of the 2013-2014 school year	Finance Office Athletic Director Principals	Activity Funds Time to complete task	Accounts set up and balances given to principals	Budget reports  Principal's awareness of campus balance	September 15, 2013 and on-going	2, 10

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
Plan and organize at least one Parent Summit for the 2013-2014 school year	Assistant Director of Operations & Communications Finance Office Principals Students Parents Faculty & Staff	Parent Activity Fund Local Funds Donations Facilities Communications	Meeting notes Sign-in sheets Invitations Parent Summit Agenda	Increase participation by 75%  Parent surveys	January 6, 2014 and May 1, 2014	2, 6, 10
Establish a coordinated school health program via the School Health Action Committee (SHAC) that includes all stakeholders	Special Projects Director Child Nutrition Department Nursing Department Athletic Department	Local Funds Donations	Plan published and implemented Meeting notes Sign-in sheets	Reduction of absences due to illness  Increased student achievement on state assessments	October 21, 2013 and on-going	1, 2, 9
Recognize student achievement and perfect attendance through Awards Ceremonies, incentives, etc.	Principals Faculty & Staff	Local Funds Activity Funds Donations	Events held Incentives given Invitations Sign-in sheets	Increased student achievement  Increased attendance	August 27, 2013 and on-going	2, 6



**Strategic Focus: Character Education & Human Relations**

Strategic Objective: Improve the culture and climate of the schools and district  
 Attract, develop, retain and support caring, motivated, and highly engaged employees and students  
 Promote a safe learning environment

District Goals: *Increase student enrollment by a net 10% per campus for the next three years.  
 By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.  
 Beginning in 2013-2014, the districts will hire and retain 100% highly qualified and effective personnel.*

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
Implement a character trait of the month starting Fall 2013-2014	Counselors Principals Teachers Students	Title I – 211 Local Funds Paper Books, etc. Parental support	Plan developed and published Plan followed Posters, worksheets, papers, activities, etc. Reduction in behavior referrals	Fidelity of district-wide implementation  Program outcomes (i.e., speaking a common language)  Employee satisfaction from survey results	September 1, 2013 and on-going	2, 5, 9, 10
Improve how all employees relate to each other, parents and students by providing Professional Development aimed at customer service and conflict resolution	Human Resources District Administration Finance Office Principals Faculty & Staff	Title I – 211 Funds Title II – 255 Funds Local Funds Research based programs	Professional Development planned and implemented Meeting notes Sign-in sheets Employee satisfaction surveys Reduction in HR	Qualifications and experience of employees  Reduction in employee turnover rates	October 31 and on-going	2, 4, 5, 10

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
starting Fall 2013-2014			complaints	Increased parent support and satisfaction on surveys  Exit survey responses		
Provide training to employees and students aimed at mentorship, leadership, and customer service starting Fall 2013-2014	District Administration HR Department Principals Counselors Faculty & Staff	Research based programs Title I and II Funds IDEA-B Funds Local Funds	Plan developed and implemented Meeting notes Sign-in sheets	Reduction in discipline referrals  Improved student retention rates  Reduction in parent complaints	October 14, 2013 and on-going	1, 4, 5, 9, 10
Promote a sense of district-wide community by holding holiday and spring events to recognize campus and district achievements	District Administration HR Department Assistant Director of Operations & Communications	Community Funds Personal Funds	Participation records	Increased employee retention	September 26, 2013 and on-going	2, 3
Participate in prevention of drug and alcohol abuse activities (i.e. Red Ribbon Week) and healthy lifestyle training	Principals Child Nutrition Services Counselors Teachers Nursing Department	Title I Local Funds Activity Funds Donations	Participation plans Meeting notes Sign-in sheets Signage Handouts List of activities	Increased student attendance  Increased student engagement and achievement  Decrease in	October 7, 2013 and ongoing	2

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
				discipline referrals		

**Strategic Focus: Policies & Procedures**

Strategic Objective: Establish, communicate, and implement clearly defined policies and procedures across the district

Improve district’s communication with employees, students, parents and community

District Goals:

*Increase student enrollment by a net 10% per campus for the next three years.*

*By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.*

*Beginning in 2013-2014, the district will build unity by effectively communicating and implementing clearly defined policies and procedures.*

*Beginning in 2013-2014, the district will hire and retain 100% highly qualified and effective personnel.*

Action Step	Person(s) Responsible	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component
Revisit the policies and procedures for the district with the newly established committees (i.e., parents, principals, superintendent, directors, teachers, consultants) and make annual recommendations based on committee findings to the Board beginning 2013-2014	Superintendent Administration Principals Faculty and Staff Parents Board	Local Funds Title I & II Funds	Meeting notes Sign-in sheets Published Policies Report to the Board of Directors	Types of parent involvement  Consistent implementation of district policies and procedures	November 19, 2013 and May 20, 2014	1, 2, 5, 6, 10
Establish a communication plan to consistently educate the employees, students and parents of current policies and procedures beginning Fall 2013-2014	Superintendent Communications Committee Director of Operations & Communications Principals	Local Funds Title I Funds Community members Parents	Meeting notes Sign-in sheets Published plan Revised plan as needed Samples of communications	Fidelity of district-wide implementation  Reduction in employee, student, and	October 7 and on-going	1, 2, 6, 10

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
	Teachers		pieces	parent concerns or complaints		
Budget for and create a schedule for non-school day sessions to review and revise policies and procedures beginning 2013-2014	Superintendent Finance Office Administration Principals Faculty and Staff	Local Funds	Meeting notes Sign-in sheets Published policies and procedures	Increased participation by district employees  Rate of parent involvement	September 30, 2013 and on-going	2, 5
Publish Board approved standard salary schedule based on educational attainment, years of experience, hard to staff status, and additional duties	HR Department Academic Department Finance Department Board of Directors	Title I & II Funds IDEA-B Funds Local Funds Website	Salary schedule published on website	Increased teacher retention and recruitment	September 30, 2013 and on-going	2, 5, 10
Re-establish internal hiring and placement processes and communicate those processes to department leaders and principals	HR Department Academic Department Special Projects Director Finance Department Principals	Title I & II Funds IDEA-B Funds Local Funds	Internal hiring process published and distributed to appropriate people	Job descriptions and qualifications accurately match employee's duties  Account codes match budget allocations	September 30, 2013 and on-going	2, 3
Recruit a Crisis Management Team, update the Crisis Management Plan, and train faculty and staff on implementation	Special Projects Director Nursing Department Crisis	Local Funds	Regular and successful practice of crisis management drills (i.e., fire drills, lock-downs, etc.)	Safe learning environment  Increased drill rate	September 15, 2013 and on-going	2, 4

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
procedures	Management Team Principals Faculty & Staff		Practice Logs			
Develop and implement a long-range plan for transportation upgrades including software, cameras, GPS, maintenance, and buses	Director of Operations & Communications Finance Department Technology Department	Local Funds	Purchase Logs  Written Plans	Increased student and parent satisfaction  Increased student achievement  Fewer transportation emergencies	September 7, 2013 and on-going	2, 10
Provide training via online or in-person to assure ADA, OSHA, and OCR regulations are followed	HR Department Athletic Director Director of Operations & Communications	Local Funds	Agendas Sign-in Sheets	Reduction in negative findings  Reduced employee accidents	August 19, 2013 and Quarterly	2, 4. 10
Require all secondary students and staff to wear district issued identification badge 100% of the time	Principals Faculty & Staff Supervisors	Local Funds	Random checks reveal 100% compliance	Reduction in uninvited student guests  Improved tracking of invited and uninvited visitors  Increased	August 26, 2013 and on-going	2

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
				student safety		

**Strategic Focus: Recruitment, Outreach & Communication**

Strategic Objective: Increase and retain student enrollment across the district  
 Improve district’s communication with employees, students, parents and community

*District Goals:* Increase student enrollment by a net 10% per campus for the next three years.  
 By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.  
 Beginning in 2013-2014, the district will build unity by effectively communicating and implementing clearly defined policies and procedures.

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
Revisit the advertising & recruitment plan for the district with the newly established committees (i.e. students, parents, principals, directors, teachers) and make recommendations for communication (i.e., social media, radio, media) and budgeting purposes by the start of the 2013-2014 school year	Director of Operations & Communications Assistant Director of Operations & Communications Communications Committee Superintendent Finance Office	Local Funds Donations Consultants, as needed	Published advertisement plan and budget, with revisions as needed Meeting notes Sign-in sheets	Types of parent involvement  Rate of parent and community communication and support	October 14, 2013 and on-going	2, 6,
Establish a communication plan to consistently educate the employees, students, and parents of current school and district developments and accomplishments beginning Fall 2013-2014	Superintendent HR Department Communications Committee Director of Operations & Communications Finance Office	Local Funds Donations Website Consultants, as needed	Sample communication pieces Published and implement plan Meeting notes Sign-in sheets Budget	Improved employee satisfaction on surveys  Fidelity of district-wide communication	October 21, 2013 and on-going	2, 5, 6



<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
	Assistant Director of Operations & Communications Principals Technology Department			links		
Develop a yearly advertising & student and teacher recruitment budget in conjunction with the finance department by the start of 2013-214 school year	Director of Operations & Communications Finance Office Assistant Director of Operations & Communications	Local Funds Donations	Published budget Access to funds through TxEIS	Improved spending reports  Increased effectiveness in district-wide planning and decision making	October 7, 2013 and on-going	2, 6
Budget for school signs at Basse and Copeland-Walker by the start of the 2013-2014 school year	Director of Operations & Communications Finance Office Assistant Director of Operations & Communications	Local Funds Donations	Signs installed	Increased recognition by community of school presence  Enrollment reports	October 14, 2013 and on-going	2, 6
Hold monthly PTO meetings aimed at showcasing student achievements and performances	Counselors Campus Administration, Faculty & Staff Assistant Director of Operations and Communications	PTO Activity Funds	Invitations Agendas Minutes Sign-in Sheets	Increased parental involvement	September 10, 2013 and on-going	
Meet federal requirements by holding	Principals Faculty & Staff	Title I, Part A Local Funds	Invitations Agendas	Increased parental	August 26, 2013	2, 6

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
public campus meetings to discuss Title I, parent compacts, and parental involvement plans	Grant Department	Donations	Meeting Notes Sign-in Sheets	involvement  Federal requirements met	October 31, 2013	
Utilize the district website as a recruitment, retention, and communication tool and ensure that website information is accurate and timely	Technology Director Assistant Technology Director Principals Assistant Director of Operations & Communications	Local Funds Grant Funds Written Procedures	Random check reveals that all information is accurate and timely  Documentation of monthly review	Increased communication with parents and the community  Increased utilization of the website  Increased student recruitment	September 7, 2013 and ongoing	2, 6, 10

**Strategic Focus: Academic & Community Resources**

Strategic Objective: Improve student achievement across all content areas and student subgroups  
 Increase student engagement in the learning process  
 Evaluate programs for effectiveness  
 Access local talent and expertise to support district goals and objectives

*District Goals:* Increase student enrollment by a net 10% per campus for the next three years.  
 By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.  
 Beginning in 2013-2014, the district will build unity be effectively communicating and implementing clearly defined policies and procedures.  
 Beginning in 2013-2014, the district will hire and retain 100% highly qualified and effective personnel.

Action Step	Person(s) Responsible	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component
Revisit the academic & curriculum plan for the district with the newly established committees (i.e., students, parents, principals, directors, teachers) and make recommendations (i.e. 5 Star Education Solutions, reading programs, technology implementation, dual credit) for adoption and retention of support services, and for professional development and budgeting purposes by	Superintendent Academic Department Special Projects Director Finance Department Grant Department Principals Special Education Department Technology Department	Local Funds Title I Funds Title II Funds Title III Funds Perkins Funds IDEA-B Funds Donations Research based programs	Publish and implement plans Meeting notes Sign-in sheets	Increased STAAR/EOC Assessment Scores  Increased attendance rate  Increased benchmark scores  Increased graduation rates  Increased TELPAS Scores	October 7, 2014 and on-going	1, 2, 3, 4, 5, 7, 8, 9, 10

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
the start of the 2013-2014 school year				<p>Increased program participation rates</p> <p>Increased support of improvement of learning outcomes</p> <p>Increase integrated use of technology</p>		
Revisit the need for district-wide training and implementation of the RtI and PBIS process by the start of the 2013-2014 school year4	<p>Superintendent</p> <p>Academic Department</p> <p>Special Projects Director</p> <p>Finance Department</p> <p>Grant Department</p> <p>Principals</p> <p>Special Education Department</p>	<p>Local Funds</p> <p>Title I Funds</p> <p>Title II Funds</p> <p>Title III Funds</p> <p>Perkins Funds</p> <p>IDEA-B Funds</p> <p>Donations</p> <p>Research based programs</p>	<p>Publish and implement plans</p> <p>Meeting notes</p> <p>Sign-in sheets</p>	<p>Reduction in students going un-served</p> <p>Increase in appropriate student placement for support services</p> <p>Reduction in student discipline incidents</p> <p>Improved support for all learners</p>	October 7, 2013 and on-going	1, 2, 3, 4, 5, 8, 9, 10

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
Revisit the need for a consultant to support the Finance Department in understanding and using grant funds appropriately by the start of the 2013-2014 school year	Superintendent Academic Department Special Projects Director Finance Department Grant Department Technology Department	Local funds	Meeting notes Sign-in sheets Contracts, as needed	Increased student academic support  Increased effectiveness in district-wide planning and decision making  Improved spending reports  Clean audits	October 7, 2013 and on-going	1, 2, 10
Establish a plan for increasing the partnership opportunities with universities and community partners (i.e., 4-H, Girl Scouts, Boy Scouts, Marie Ferdinand Foundation, Tejano Music, Prairie View A&M) beginning Fall 2013-2014	Academic Department Special Projects Director Principals Teachers Assistant Director of Operations & Communications Technology Department Counselors	Local Funds Donations	Publish and implement plan Meeting notes Sign-in sheets	Increased partnership rates  Increased number and types of partnerships  Types of talent and expertise provided  Number of individuals who share their expertise (internal &	October 21, 2013 and on-going	1, 2, 6, 9, 10

Action Step	Person(s) Responsible	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component
Develop a recruitment and retention plan of highly qualified and effective core content teachers and paraprofessionals	HR Department Academic Department Special Projects Director Grant Department Principals Finance Department	Title I and Title II Funds Local Funds ESEA/NCLB requirements	100% of core teachers and paraprofessionals are reported as HQ on the yearly report	external) Increase in student engagement and achievement	September 9, 2013 and on-going	3,5
Revisit the mentorship program for new teachers and make adjustments as needed	Academic Department Special Projects Director HR Department Principals	Title I & II Funds Local Funds Donations Community Participation	Meeting notes Sign-in sheets Each teacher with two years or less of experience is assigned a mentor	Increased student achievement and engagement  Increased teacher retention	October 7, 2013 and on-going	4,5
Conduct formative and summative employee appraisals aimed at build personal and professional growth	Academic Department Special Projects Director HR Department Principals All supervisors	Title I & II Funds Local Funds Adopted district-wide appraisal system Established systematic program for teacher "walk through" procedures	Formative and summative appraisals in 100% of employees' files  Documentation of walk throughs	Increased student achievement and engagement  Increased teacher retention	September 16, 2013 and on-going	1, 2

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
Smooth student transition from Pre-K to Kinder, elementary to intermediate, intermediate to junior high, and junior high to high school by conducting age appropriate transition meetings, camps, bridge programs, etc.	Academic Department Special Projects Director Grant Department Principals Faculty and Staff Parents	Title I & II Funds Local Funds Donations Curriculum Facilities	Invitations Agendas Events held Sign-in Sheets	Increased student achievement  Increased student retention	April 7, 2013 August 1, 2014	2, 6, 7, 9, 10
Recognize the contributions that parents and community partners make towards student achievement	Assistant Director of Operations & Communications Academic Director Special Projects Director Principals	Local Funds Donations	Invitations Agendas Sign-in Sheets	Increased parent and community involvement	September 7, 2013 and ongoing	6
Integrate technology within all facets of the curriculum and student instruction	Technology Director Academic Director Special Projects Director Assistant Technology Director Principals Faculty	Local Funds Grant Funds	Lesson plans clearly indicating the integration of technology	Increased student engagement  Increased student achievement	August 26, 2013 and ongoing	2, 9, 10
Create individual graduation plans in compliance with state and federal	Counselor Principal CTE Coordinator Special Projects	Local Funds Grant Funds	Every student has a written IGP in his/her file	Increased college and career readiness	August 26, 2013 and Completed by January 17,	2, 9, 10

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
requirements that clearly indicate a planned and implemented career and postsecondary pathway for all secondary students	Director		Documentation of student and counselor meeting	Increased student achievement	2014	
Integrate long-term technology plan that provides for the acquisition of upgraded software, hardware, and professional development within the district improvement plan	Technology Director Academic Director Special Projects Director Finance Department Grant Department Assistant Technology Director	Local Funds Grant Funds Donations	Written and implemented technology plan	Increased integration of technology within student instruction  Adequate technological infrastructure to meet the technology needs of the district, campuses, and students	August 6, 2013 and on-going	2, 9, 10
Promote college and career readiness from Pre-K through 12 <sup>th</sup> grade by holding "Career and College Days"	Counselors Principals Faculty Grant Department	Local Funds Grant Funds Donations Volunteers	Agendas Flyers Sign-in sheets	Increased college readiness  Reduced dropouts  Increased student engagement	September 7, 2013 and Ongoing	2, 9



<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence of Implementation</b>	<b>Measure of Impact</b>	<b>Start Date &amp; Frequency or Completion Date</b>	<b>School-wide Component</b>
Provide all secondary students and their parents with postsecondary financial aid information and scholarship information via "Parent Nights," "College Nights" and one-on-one consultations	Counselor Principal Faculty and Staff Special Projects Director	Local Funds Grant Funds Donations Volunteers Community Members	Invitations Agendas Sign-in sheets	Increased number and amount of scholarships received  Increased number of students obtaining a postsecondary education  Increased college readiness	September 7, 2013 and Ongoing	2, 9
Increase involvement in neighborhood, city and county organizations and government and increase awareness of propositions that may affect our students or facilities	Superintendent Superintendent's Cabinet	Local Funds Time	Attendance	Improved knowledge of local government initiatives and projects	October 1, 2013	10

**Strategic Focus: Facilities**

Strategic Objectives: Improve facilities across the district

District Goals: Increase student enrollment by a net 10% per campus for the next three years.

Action Step	Person(s) Responsible	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component
Create a yearly plan for facilities repair by campus (based on compliance priority) and establish a plan to communicate the needs to the employees and community by the start of the 2013-2014 school year	Superintendent Director of Operations & Communications Finance Department Communications Committee Assistant Director of Operations & Communications Facilities Committee Chairperson	Local Funds Donations Grants Consultants, as needed	Plan published and implemented Meeting notes Sign-in sheets	Reduction in parent and employee concerns or complaints  Increased effectiveness in district-wide planning and decision making	October 14, 2013 and on-going	5, 10
Evaluate the effectiveness of leased property and develop and implement a five year usage plan	Superintendent Superintendent's Cabinet Principals	Local Funds Donations Feasibility Study Risk Management Study Environmental Impact Study	Meeting notes Sign-in sheets Published plan	Increased student recruitment and retention  Increased parental satisfaction  More effective use of facilities and funds	September 1, 2013	2, 6, 10