

# Miles Independent School District

## District Improvement Plan 2017-2018

November 13, 2017  
Date of School Board Review

# Mission Statement

The Miles Independent School District exists because of the students and therefore our thinking, our activities, and our endeavors are centered on the general welfare and safety of all students.

The purpose of this school, in partnership with parents and community, is to educate all students physically, mentally, morally, and emotionally and to expect high levels of academic performance. Appreciation for the heritage and basic traditions of the community is emphasized. The curriculum provides for sustained individual growth and continuing development of the whole student.

We accept the responsibility to teach all students regardless of sex, handicap, race, color, or national origin, so they may attain their maximum educational potential.

# Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	District Leadership Team Job Description
Robert Gibson	Superintendent	LEA Central Office Administrator
Sharla Arp	Elementary Principal	Campus Administrator
Jamie Rouse	High School Principal	Campus Administrator
Karyn Brown	Counselor	All levels representative
Joan McCleery	Professional Non-Teacher	Special Programs Director
Eyrin Book	Professional Non-Teacher	Diagnostician
Kim Niehues	Special Populations Co-op Dir.	Federal Programs Director
David Estevis	HS Parent	Parent
Julie Smithwick	Elem Parent	Parent
Martha Petrey	Community Member	Community Stakeholder
Cherry Kasberg	Business Member	Business Stakeholder
Dusti Allen	HS Teacher	CTE Teacher
Sandra Estevis	HS Teacher	Teacher serving ESL students
Allison Waters	HS Teacher	Fine Arts Teacher
Taylor Duryea	JH Teacher	General Education Teacher
Jared Graves	HS Teacher	General Education Teacher
Tiffany Ivey	Elem Teacher	General Education Teacher
EvaLee McCulloch	Elem Teacher	Special Education Teacher
Leslie Glass	Elem Teacher	General Education Teacher
Shaunessey Martinez	Elem Teacher	General Education Teacher
Tiffany Riddle	Elem Teacher	General Education Teacher
JaNelle Lange	Professional Non-Teacher	Instructional Aide
Randell Maberry	Professional Non-Teacher	Dir. of Technology

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted in the spring and was reviewed during the May 25, 2017, district site-based meeting.

Participants in Attendance	Data Sources Examined	
	<ul style="list-style-type: none"> <li>• Texas Academic Performance Report (TAPR)</li> <li>• Federal Accountability Data</li> <li>• STAAR data—disaggregated</li> <li>• STAAR student achievement document</li> <li>• District PEIMS reports</li> <li>• Disaggregation of PEIMS Student Data</li> <li>• PBMAS reports</li> <li>• Dropout and School Leaver data—disaggregated</li> <li>• District retention data</li> <li>• District discipline referral data</li> <li>• Teacher surveys</li> <li>• Community input</li> <li>• Student surveys</li> <li>• Parent surveys</li> <li>• Parent/teacher conference compacts</li> <li>• Title I Parent Involvement Events</li> <li>• Student attendance data</li> <li>• Benchmark testing data</li> <li>• Referral percentages for students in special education</li> <li>• Campus parent participation records</li> <li>• ACT/SAT data</li> <li>• Truancy data</li> <li>• Homeless population analysis</li> <li>• Teacher retention data</li> <li>• Teacher “Leave Activity” Report</li> <li>• Teacher demographics</li> <li>• Teacher duty rosters</li> <li>• Master and homeroom schedules</li> <li>• Curriculum planning sheets</li> <li>• RTI – Tier II Lists</li> <li>• State Curriculum – basal series</li> <li>• School board announcements/minutes</li> <li>• Program support services</li> <li>• Student support services</li> <li>• School structure</li> <li>• Forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Data</li> <li>• ARD Documentation</li> <li>• C-8 Sciences/Activate, Think Through Math, Study Island, Compass Learning Data, TPRI, mClass, Renaissance STAR Reading/Math, MSTAR, ESTAR, iStation, Lexia</li> <li>• 504 data</li> <li>• Observations in and out of class</li> <li>• Enrollment data</li> <li>• Technology survey &amp; teacher input</li> <li>• Technology plan and policy</li> <li>• LPAC documentation</li> <li>• Miles ISD website—links to TEA, grade portal, list of events</li> <li>• Course/class grades</li> <li>• Class rosters</li> <li>• Universal screeners</li> <li>• DMAC</li> <li>• Choices 360 (through Perkins)</li> <li>• TEA School Report Card</li> <li>• Demographic Data (Ethnicity, Gender, Economically Disadvantaged)</li> <li>• Special Program Participation &amp; Ethnicity</li> <li>• At-Risk by Category &amp; Demographics</li> <li>• Teacher-Student Ratios</li> <li>• TxEIS Special Programs Reports</li> <li>• Failure Report/Report Cards</li> <li>• Focus group/classroom &amp; school walkthrough data</li> </ul>
<i>Sarah Crouch - Accelerated Reading Teacher</i>		
<i>Ofilia Sanchez - Parent</i>		
<i>Jessica Schwertner - Elementary Secretary</i>		
<i>Courtney Lange - Sixth Grade Teacher</i>		
<i>Randell, Maberry - Technology Director</i>		
<i>Trudy Simpson - Junior High Teacher</i>		
<i>Jamie Rouse - High School Principal</i>		
<i>Sandra Estevis - Secondary ESL Teacher</i>		
<i>Karyn Brown - Counselor</i>		
<i>Yolanda Torres - Special Education Teacher</i>		
<i>Alice Diaz - Elementary ESL Teacher</i>		
<i>Sharla Arp - Elementary Principal</i>		
<i>Jill Kellermeier – High School Teacher</i>		
<i>Joan McCleery – Special Programs Coordinator</i>		

## Comprehensive Needs Assessment:

### Summary of Findings - Narrative

#### **Miles High School:**

Based on the findings from the comprehensive needs assessment, the committee finds that the STAAR test results show continuing areas of concern in ELA. Tutorials for ELA, as well as for math, social studies, and science will continue to be offered. Scheduling and staffing needs are being addressed to increase the secondary RTI program. Professional development for core subject area teachers will be provided as needed. Curriculum alignment needs to be continually addressed in accordance with the new testing guidelines for STAAR. Teachers have seen a need for assessment materials; consequently, the district is providing access to DMAC through the ESC XV. Study Island is an additional resource for on-going assessment. Teachers will need professional development to ensure appropriate use of these programs. There is also a need for technology and technology support in classrooms to allow more significant progress toward successful learning with our at-risk students. Based on our local needs assessment, Miles High School is also providing activities to benefit our migrant students such as credit recovery through the University of Texas. We continue to fund an additional ESL teacher above the state requirement.

#### **Miles Elementary School:**

Based on the findings from the comprehensive needs assessment, the campus committee finds that the elementary campus has many strengths. Some of the strengths include the following: experienced and high quality teachers, good student : teacher ratios, a cohesive and collaborative staff, experienced instructional aides, a structured RTI program, data-driven instruction, systems for progress monitoring, research-based interventions, vertical alignment, high expectations, STAAR scores that surpass the state average, and Miles Elementary was selected as a National Blue Ribbon School. However, the campus has some weaknesses as well that will be continuously monitored and addressed. The committee has identified the following priority needs: address teacher salary to attract and retain high quality teachers, improve the consistency of common academic vocabulary and problem-solving strategies across grade levels, refine the RTI program, incorporate at least one “scheduled” vertical teaming meeting per six weeks, improve writing across the grade levels, increase fluency rates of first through third grade students, and assign classroom grades that reflect TEKS mastery.

# State Compensatory Education

The State Compensatory Education Program in Miles ISD provides supplemental services to the regular education program for students identified as at risk of dropping out of school. Each campus, along with its site-based decision making committees, will decide how the money can best be spent to provide compensatory, intensive, and accelerated instruction for the students in an at-risk situation for the purpose of increasing the academic achievement and reducing the dropout rate of those students who meet the eligibility criteria for being at-risk.

## **State of Texas Eligibility Criteria:**

A student under 21 years of age and who:

1. is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. is pregnant or is a parent
6. has been placed in an alternative education program during the preceding or current school year
7. has been expelled in accordance during the preceding or current school year
8. is currently on parole, probation, deferred prosecution or other conditional release
9. was previously reported through the Public Education Information Management System to have dropped out of school
10. is a student of limited English proficiency
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement officials
12. is homeless
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

# STATE COMPENSATORY EDUCATION PROGRAM MILES INDEPENDENT SCHOOL DISTRICT

## State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

**STATE COMPENSATORY FUNDS:** The total amount of funds for the 2016-2017 school year allocated as SCE funds for the Miles ISD is \$131,607. Using the small school flexibility we will equally divide funds to pay teachers that serve At-risk students.

**IDENTIFICATION:** Special programs coordinator monitors the current list of students identified as students in an at risk situation and adds new students as they meet the eligibility criteria established by the state.

**EXITING FROM THE PROGRAM:** The special programs coordinator exits students from the state compensatory education program when they no longer meet eligibility criteria established by the state.

**State Compensatory Education Program  
Program Evaluation/Needs Assessment**

## Grades 3 - 6

STAAR	Math % Met Standard				Reading/ELA % Met Standard				Writing % Met Standard				Science % Met Standard			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
<b>Students At-Risk</b>	30/36 83%	32/38 84%	25/33 76%	31/37 81%	31/37 84%	31/38 82%	23/33 70%	34/48 71%	5/7 71%	4/6 67%	2/7 29%	4/9 44%	6/9 67%	3/9 33%	2/5 40%	10/15 67%
<b>Students Not At-Risk</b>	79/79 100%	80/81 99%	95/108 88%	85/88 97%	78/79 99%	80/81 99%	96/108 89%	82/88 93%	15/16 94%	21/22 95%	23/24 68%	25/26 96%	21/22 95%	14/15 93%	21/24 88%	18/20 90%

The comprehensive, intensive, accelerated instruction program at this campus consists of after-school tutorials and the implementation of Accelerated Math, Lexia, Read Naturally, Study Island, RTI, and small group instruction during the school day.



**State Compensatory Education Program  
Program Evaluation/Needs Assessment  
Grades 7-11**

<b>STAAR Math 2016</b>	<b>7<sup>th</sup> Grade % Met Standard</b>	<b>8<sup>th</sup> Grade* % Met Standard</b>	<b>Algebra I* % Met Standard</b>
<b>Students At- Risk</b>	<b>100</b>	<b>95</b>	<b>100</b>
<b>Students Not At-Risk</b>	<b>100</b>	<b>100</b>	<b>100</b>

<b>STAAR ELAR 2016</b>	<b>7<sup>th</sup> Grade Writing % Met Standard</b>	<b>7<sup>th</sup> Grade Reading % Met Standard</b>	<b>8<sup>th</sup> Grade Reading* % Met Standard</b>	<b>English I* % Met Standard</b>	<b>English II* % Met Standard</b>
<b>Students At- Risk</b>	<b>100</b>	<b>100</b>	<b>75</b>	<b>91</b>	<b>57</b>
<b>Students Not At-Risk</b>	<b>95</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

<b>STAAR Science 2016</b>	<b>8<sup>th</sup> Grade % Met Standard</b>	<b>Biology* % Met Standard</b>
<b>Students At- Risk</b>	<b>60</b>	<b>93</b>
<b>Students Not At-Risk</b>	<b>100</b>	<b>100</b>

<b>STAAR Social Studies 2016</b>	<b>8<sup>th</sup> Grade % Met Standard</b>	<b>US History* % Met Standard</b>
<b>Students At- Risk</b>	<b>55</b>	<b>100</b>
<b>Students Not At-Risk</b>	<b>100</b>	<b>100</b>

\*First Time Test-Takers

<b>Pass Rates for 2016 STAAR Assessments</b>			
	<b>Level I: % Unsatisfactory</b>	<b>Level II: % Satisfactory</b>	<b>Level III: % Advanced</b>
7 <sup>th</sup> Grade Writing	4	96	21
7 <sup>th</sup> Grade Reading	0	100	43
7 <sup>th</sup> Grade Math	0	100	25
8 <sup>th</sup> Grade Reading	13	87	26
8 <sup>th</sup> Grade Math	3	97	29
8 <sup>th</sup> Grade Science	21	79	21
8 <sup>th</sup> Grade Social Studies	21	79	21
English I*	3	97	0
English II*	19	81	8
Algebra I*	0	100	37
Biology*	3	97	33
US History*	0	100	47
*First-Time Test Takers			

**Program Evaluation/Needs Assessment  
Grades 7-11**

<b>STAAR Math 2017</b>	<b>7<sup>th</sup> Grade % Met Standard</b>	<b>8<sup>th</sup> Grade* % Met Standard</b>	<b>Algebra I* % Met Standard</b>
<b>Students At- Risk</b>	<b>85</b>	<b>100</b>	<b>100</b>
<b>Students Not At-Risk</b>	<b>100</b>	<b>100</b>	<b>100</b>

<b>STAAR ELAR 2017</b>	<b>7<sup>th</sup> Grade Writing % Met Standard</b>	<b>7<sup>th</sup> Grade Reading % Met Standard</b>	<b>8<sup>th</sup> Grade Reading* % Met Standard</b>	<b>English I* % Met Standard</b>	<b>English II* % Met Standard</b>
<b>Students At- Risk</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>58</b>	<b>71</b>

<b>Students Not At-Risk</b>	<b>85</b>	<b>85</b>	<b>100</b>	<b>69</b>	<b>76</b>
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<b>STAAR Science 2017</b>	<b>8<sup>th</sup> Grade % Met Standard</b>	<b>Biology* % Met Standard</b>
<b>Students At- Risk</b>	<b>100</b>	<b>--</b>
<b>Students Not At-Risk</b>	<b>91</b>	<b>100</b>

<b>STAAR Social Studies 2017</b>	<b>8<sup>th</sup> Grade % Met Standard</b>	<b>US History* % Met Standard</b>
<b>Students At- Risk</b>	<b>--</b>	<b>100</b>
<b>Students Not At-Risk</b>	<b>69</b>	<b>97</b>

\*First Time Test-Takers

<b>Pass Rates for 2017 STAAR Assessments</b>			
	<b>Level I: % Approaches</b>	<b>Level II: % Meets</b>	<b>Level III: %Masters</b>
7 <sup>th</sup> Grade Writing	<b>85</b>	<b>45</b>	<b>10</b>
7 <sup>th</sup> Grade Reading	<b>85</b>	<b>55</b>	<b>38</b>
7 <sup>th</sup> Grade Math	<b>85</b>	<b>91</b>	<b>23</b>
8 <sup>th</sup> Grade Reading	<b>100</b>	<b>94</b>	<b>13</b>
8 <sup>th</sup> Grade Math	<b>100</b>	<b>97</b>	<b>3</b>
8 <sup>th</sup> Grade Science	<b>91</b>	<b>81</b>	<b>25</b>
8 <sup>th</sup> Grade Social Studies	<b>69</b>	<b>28</b>	<b>16</b>
English I*	<b>69</b>	<b>49</b>	<b>13</b>
English II*	<b>76</b>	<b>50</b>	<b>3</b>
Algebra I*	<b>97</b>	<b>95</b>	<b>71</b>
Biology*	<b>100</b>	<b>90</b>	<b>13</b>
US History*	<b>97</b>	<b>85</b>	<b>70</b>

	District Drop Out Data (9-12)*			Completion Data		
	2012	2013	2014	2012	2013	2014
<b>Students At-Risk</b>	0%	0%	0.7%	95.7%	100%	100%
<b>Students Not At-Risk</b>	0%	0%	1.5%	100%	100%	100%

\*Includes Fairview AEP and DAEP

	Drop Out Data			Completion Data		
	2014	2015	2016	2014	2015	2016
<b>Students At-Risk</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Students Not At-Risk</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The comprehensive, intensive, accelerated instruction program at this district consists of after school tutorials for students at-risk, including transportation home. In addition, the program offers an additional teacher for monitoring student progress and provides in-class tutoring as needed.

Upon evaluation of the effectiveness of this program, the committee finds that more targeted instruction with at-risk and special education students is appropriate.

## **Federal, State and Local Funding Sources**

Federal funding sources will be integrated and coordinated with state and local funds to meet the needs of all students.

### **Program/Funding Source**

#### **Federal Programs**

- *Title I, Part A – “Improving Basic Program Operations by the District”*
- *Title I, Part C – “Education of Migrant Students” – SSA*
- *Title II, Part A – “Teacher and Principal Training & Recruitment”*
- *Title III – “English Language Acquisition”*
- *Title IV – “Student Support and Academic Enrichment Grant”*
- *IDEA B – “Individuals with Disabilities Act”*
- *IDEA B PreK – “Individuals with Disabilities Act”*

#### **State Programs/Funding Source**

- *Career/Technology Education*
- *State Compensatory Education*
- *Gifted/Talented*
- *Special Education*
- *Bilingual/ESL Program*

#### **Local Programs/Funding Source**

- *Grants*

**Funding Sources—Miles ISD**  
**2017-2018**

<b>Fund Source</b>	<b>Origin</b>	<b>Purpose</b>	<b>Entitlement</b>
State Compensatory Education (SCE)	State	Enhance/improve the regular education program increasing academic achievement, thereby reducing the dropout rate of identified at-risk students. Supplements local funds	\$205,798
Title I, Part A (Fund 211)	Federal	Provide supplemental support to regular education programs to meet the needs of educationally/economically disadvantaged students	\$49,571
Title I, Part C Migrant (Fund 212) – SSA	Federal	The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children.	(SSA)
Title II, Part A (Fund 255)	Federal	Provide supplemental support for teacher and principal recruitment and training	\$6,340
Title III English Language Acquisition	Federal	Ensure that English language learners attain English language proficiency and meet state academic standards	\$(SSA)
Title IV Student Support & Academic Enrichment	Federal	Provide programs to educate students against the use of alcohol, tobacco and illegal drugs/ Provide support to technology readiness shortfalls	\$10,000
IDEA-B (Fund 313)	Federal	Provide supplemental support to meet the needs of eligible students ages 6-21 with disabilities	\$ 90,708
IDEA-B Preschool (Fund 314)	Federal	Provide supplemental support to meet the needs of eligible students age 3-5 with disabilities	\$3,303
Gifted and Talented	State	Provide support for the general education program for identified Gifted and Talented students	\$16,403
Career and Technology	State	To prepare individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree	\$279,644
Special Education	State	Provide instruction and services to eligible	\$201,193

		students with disabilities under the IDEA – Part B and IDEA – Pre-school	
Bilingual/ESL	State	Provide instruction and support for eligible Limited English Proficient students	\$14,320
SRSA	Fed	Provide rural LEA's with financial assistance to fund initiatives aimed at improving students academic achievement	\$34,143
HS Allotment	State	To improve HS graduation and college readiness rates.	\$33,756

## **MILES INDEPENDENT SCHOOL DISTRICT GOALS**

- 1. All students will attain maximum student achievement through relevant and rigorous instructional programs.**
- 2. At Miles ISD, 100% of core academic classes will be taught by appropriately certified teachers, and a certified staff will be maintained.**
- 3. All students at Miles ISD will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 4. All students at Miles ISD will graduate from high school.**
- 5. Parents and community members will be partners in the education of students at Miles ISD.**
- 6. Miles ISD will integrate technology in all subject areas to increase student performance and achievement.**



**Goal 1:** All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 1:** By May 2018, 100% of all students and each student group (H, W, ED, EL, SpEd) will pass (“Approaches Grade Level”) all portions of the state assessments.

**Summative Evaluation:** 100% of all students and each student group passed all portions of the state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times, transportation, and supplies for students who are at risk of failure in core subject areas STAAR*	Principal Core Subject Teachers	On-going beginning September 2017	Local Funds, SCE Funds Title 1 Funds	Report card grades Failure report Tutorial Logs
Give benchmark assessments at least one time per year prior to STAAR	Core subject teachers Principal	Fall Semester Spring Semester	Released Tests, DMAC	Benchmark results
Provide classroom materials needed to address the increased rigor in state assessment standards	Principal Instructional staff	August - June	STAAR data, ECS XV training, DMAC data, Local/SCE Funds	Improved assessment results in all core academic areas  STAAR reports Report cards
Provide RTI and instructional preparation periods during the school day	Principal Instructional staff	August - May	Local and SCE Funds Title 1 Funds	RTI rosters Instructional Prep. Rosters Master Schedule Report cards

Provide student access to supplemental programs which monitor and assess progress for STAAR, SAT, ACT, as well as credit recovery	Principal Instructional Staff	August - May	Local Funds and SCE Funds, Choices 360 Study Island Odysseyware Kahn Academy	STAAR, ACT, SAT reports
To improve the academic achievement of disadvantaged students	Superintendent ESC XV	November	Title 1-A	STAAR Results ESC provided workshop attendance

**Goal 2:** At Miles ISD, 100% of core academic classes will be taught by appropriately certified teachers, and the certified staff will be maintained.

**Objective 1:** All core academic classes will be taught by appropriately certified teachers, and all paraprofessionals with instructional duties will meet ESSA requirements.

**Summative Evaluation:** 100% of core academic classes were taught by appropriately certified teachers, and the certified staff was maintained.

Data 2017-2018	% Sections taught by Certified Teachers	% Certified Teachers	% Highly Qualified Paraprofessionals on Title 1 Campus
	95%	100%	100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit appropriately certified teachers, professionals, and paraprofessionals	Principals, Superintendent	March - March	State Funds, Local Funds	Newspaper advertisements ESC/TASB websites Miles ISD Website
Develop and implement strategies/activities to retain certified staff by providing a portion of the health benefits, continuing the step increase for teachers with 20+ years in education, and offering a yearly stipend for advanced degrees in education.	Principals, Superintendent	July - July	Local Funds	TAPR report (longevity)  STAAR results (performance)  Benefits package
Research incentives to encourage staff retention	Superintendent	August - August	Small School Allotment	Benefits Package Board Reports
To improve the academic achievement of disadvantaged students	Superintendent ESC 15 Personnel	August - August	Title 1A	STAAR Results ESC provided workshop attendance

Develop targeted instruction and provide supplemental research based support material	Superintendent ESC 15 Personnel	August- August	Title 1A	STAAR Results ESC provided workshop attendance
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**Goal 2:** At Miles ISD, 100% of core academic classes will be taught by appropriately certified teachers, and the certified staff will be maintained.

**Objective 2:** The instructional staff will implement strategies that improve student success as a result of high quality professional development.

**Summative Evaluation:** All teachers and paraprofessionals with instructional duties received high quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal, Superintendent	August January	ESC XV, Local Funds, Title II A	Staff development sign-in sheets and agendas/certificates
Identify teachers and paraprofessionals who do not meet ESSA requirements and provide specific professional development	Principal, Special Programs Coordinator	Beginning and end of each semester	ESC XV, Local Funds, Title II Part A	Staff development sign-in sheets/certificates

**Goal 3:** All students at Miles ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** By May 2018, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 10% as measured by PEIMS and number of discipline referrals.

**Summative Evaluation:** There was a reduction in incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Update, distribute, and maintain current safety folders in the classrooms and by each telephone	Principal	Fall 2017	Local Funds	Yearly Inspection
Provide awareness, prevention and reporting programs/activities including information on dating violence, substance abuse, bullying and harassment	Counselor Principal School Nurse	August - May	ESC XV, Local Funds Title IV Funds	Program documentation Stop!t Data
Provide bully prevention training for staff members who have not been trained	Principal	Monitor: End of each semester	Bully Prevention Trainer, ESC XV Law Enforcement	Training logs
Provide access to staff for Positive Behavior Interventions	Principal, Special Programs Coordinator, Special Education Director	August January	Local	Staff Development materials/sign in sheets

Incorporate character educational at every grade level	Principal Teachers Counselor	September - May	Local Funds Title IV (books & curriculum)	Lesson Plans
Observe Red Ribbon Week Annually	Counselor	October	Local Funds	Calendar of Events

**Goal 4:** All students at Miles ISD will graduate from high school.

**Objective 1:** By May 2018, a dropout rate of less than 1% for all students and all student groups will be maintained, and a completion rate of 90% will be attained.

**Summative Evaluation:** The dropout rate was less than 1%, and the completion rate was at least 90%.

Data 2016-2017	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout Report	0%	0%	0%	*	0 students	0 students	0 student	0 student	*	0 student	0 students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide credit recovery program and/or acceleration program for secondary students at-risk for failure/drop out	HS Principal Designated teachers Counselor	End of each semester	Local Funds SCE Odysseyware, Sapling Learning SRSA	Successful completion of coursework to recover credits  Transcripts
Provide Saturday School (or additional assignments to gain credit) for students at risk of being denied credit due to excessive absences	Principals	At least once per semester	Local Funds Personnel	Number of students attending Saturday School
Provide AEP/DAEP to at-risk secondary students in danger of dropping out.	HS Principal Counselors	August - May	Local Funds	List of Identified Students; AEP/DAEP Records; Completion Records; Attendance Records

Participate in <i>Education Go Get It Week</i> to promote awareness and support for higher education	Principal Counselor Staff	November 2017	Local Funds	Go Get It Week documents
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**Goal 5:** Parents and community will be partners in the education of students at Miles ISD.

**Objective 1:** By May 2018, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

**Summative Evaluation:** School records indicate that at least 90% of students’ parents/family members participated in educational opportunities with their child(ren) and the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide information about the state assessment results to parents in a language they can understand	Principal District Testing Coordinator	Within 10 days of receipt of reports	Reports from testing company	Documentation of dissemination method and date(s)
Provide and advertise a “Go Center” where educational and parenting information is available to help students prepare for their futures	Counselor HS Principal Librarians	Monitor usage each 6 six weeks	State and local funds, Web based resources, Community agencies, SCE funds	Documentation of usage
Host a “Meet the Teacher”/Orientation Night for parents	Principals Teachers Counselor	August	Local funds	Newspaper article, Parent sign-in sheets
Host awards assemblies for parents, students, and community members	Principal Counselor Teachers	January May	Local funds	Newspaper article Assembly program(s)

Provide current information about school activities on school website	Technology Director	August- August	SRSA ESC XV	Parent Surveys
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**Goal 6:** Miles ISD will integrate technology in all subject areas to increase student performance and achievement.

**Objective:** By May 2018, 100% of all students in grades K-6 will have access to technology and be trained in using it.

**Summative Evaluation:** 100% of students in grades K-6 exhibited age-appropriate technology skills at the end of the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Use effective digital learning and assistive technology for the delivery of specialized or rigorous academic courses	Principal Technology Coordinator Teachers	August January	Local funds Title IV (devices, software)	Lesson plans
Provide technical support and training for teachers	Technology Coordinator	August January	Local funds	Staff development documentation
Teach grade-level Technology TEKS	Principal Instructional support staff K-6 teachers	August January	TEKS Ele computer lab	Lesson plans
Build capacity and infrastructure by purchasing devices, equipment and software in order to address readiness shortfalls	Principal Technology Coordinator	August January	Title IV (devices, software)	Hardware/software inventory

Provide resources for underserved students to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Principal Technology Coordinator Teachers	August January	Title IV (devices, software)	Schedules Hardware/software inventory
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**PRIORITY FOR SERVICE ACTION PLAN**  
(attachment)