

# Llano Independent School District

## District Improvement Plan

### 2018-2019



# Mission Statement

***Llano ISD is committed to providing a quality education where "ALL" students learn and achieve success. It is our goal to challenge students with thorough curriculum, top quality instruction and high standards for behavior. Teachers and staff take ownership and pride in what our students accomplish and learn while attending Llano ISD. Ultimately, we want our students to graduate as self-motivated, independent, caring young adults prepared for careers, college, and making positive contributions in their communities.***

# Vision

***The vision of Llano ISD is to provide a climate that encourages, empowers, challenges and prepares students by providing effective academic rigor for excellence in every classroom, every day.***

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	6
District Processes & Programs .....	8
Perceptions .....	10
Comprehensive Needs Assessment Data Documentation .....	12
Goals .....	14
Goal 1: Llano ISD will increase student achievement and close the gap that exists between student groups in standardized test scores. ....	14
Goal 2: Llano ISD will provide training for all staff, students and families (when indicated) on varied safety contingencies and comply with state and federal requirements for all employees. ....	20
Goal 3: Llano ISD will maintain a school culture of high expectations and positive relationships between students, staff and community. ....	21
Goal 4: Llano ISD will recruit and retain high quality and effective teachers and administrators, and provide a positive work environment. ....	25
Goal 5: Technology will support student instruction and learning in Llano ISD. ....	26
Goal 6: Facilities, infrastructures, and grounds in Llano ISD will be maintained and needs assessed for future projects .....	28
State Compensatory .....	27
Budget for District Improvement Plan: .....	29
Personnel for District Improvement Plan: .....	31
Title I Schoolwide Element Personnel .....	34
District Site-Based Team .....	35
District Funding Summary .....	36
Addendums .....	40

# Comprehensive Needs Assessment

Revised/Approved: September 24, 2018

## Demographics

### Demographics Summary

#### Demographics

Llano ISD is located in the Hill Country town of Llano, Texas. Llano is a welcoming small town community and the peace of mind that the natural beauty of the landscape brings to small town living. As reported in 2010 the county population was 3,232 people with one-fourth of our population residing in the city and three-fourths in the county.

Llano ISD continues to hold steady with an enrollment of around 1,800 students the past two school years; there has not been a significant growth in student population within the past five years. Some special populations and programs are changing and are representative of the growth and changing needs of the students of the district. The ethnicity breakdown for the 2016-2017 school year is represented below:

- African American 1.1%
- Hispanic 24.2%
- White 71.5%
- American Indian 0.3%
- Asian 0.5%
- Pacific Islander 0.0%
- Two or more races 2.4%

Student populations are broken down below:

- At-Risk 43%
- Career & Technical Education 33%
- Gifted & Talented 5.5%
- Economically Disadvantaged 66.4%
- Special Education (203 students) 10.9%
- English as a Second Language (ESL) 5.3%

Based on the TAPR Report for the 2016-2017 school year the following information was reported related teacher populations and demographics:

- White teachers represent 94.7% of all staff.
- Hispanic teachers represent 4.5% of all staff.
- The gender among the staff includes 77.6% females and 22.4% males.
- There is an average of 13.9 students per teacher.
- The majority of the staff has over 10 years of experience (75.8%).
- Bilingual/ESL Education teachers 0.7%
- Career & Technical Education teachers 4.9%
- GT Education teachers 0.0%
- Special Education teachers 8.5%

Llano ISD make a concerted effort to recruit and secure the best teachers the state has to offer. In addition to our website postings and website postings from other agencies (Region 13, tasanet, etc.) Llano ISD attends job fairs at local colleges, if needed. The district focuses on hiring highly qualified and effective staff, and will focus on retention and staff development. The central office staff analyzes data from state and local assessments to identify trends and determine instructional needs to address with teachers and coaches for professional development. The turnover rate for the teachers is 13.4%. The district has a total staff of 285.

### **Demographics Strengths**

- Llano ISD is growing in diversity among the student population with expanding Hispanic populations.
- The District continues to attract and hire a wealth of teachers and continues to remain competitive in salaries and benefits.
- Llano ISD considers a variety of data sources to plan professional development, including teacher input. Central office administrators work closely with campus administrators to provide job embedded professional learning throughout the school year to individuals, as well as teachers.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need to continue recruiting efforts, collect data on staff retention and continue to work to increase diversity among staff.

**Problem Statement 2:** There is a need to review all job descriptions and continue to review pay structures to ensure competitiveness and consistency among staff.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Data is disaggregated after each state assessment by every program and student group and is accessible to campus and district leaders via an electronic data dashboard. District leaders have the ability to analyze reports by comparing prior year to current year. The STAAR assessment data indicates a lag with special education and ELL student groups behind all other programs. Hispanic students also lag behind in all other race/ethnicity groups in all tested areas. The same data trends that are seen with STAAR at the district level are seen with the CBA's on each campus.

High School Algebra 1 has increased from 78% in 2016 to 83% in 2017. English 1 scores decreased and English II increased by three percentage points. Biology and US History remained relatively stagnant.

For SSI grades (first and second administrations 5th and 8th grade) - grade 5 reading decreased and math stayed the same, and grade 8 both reading and math decreased.

ELL and special education students across the district performed significantly below the state average in all tested areas.

Career and Technical Education continues to expand current programs as well as implement additional program offerings.

### **Student Academic Achievement Strengths**

- Grade 6 Reading and Math scores for approaches grade level or above are above the state and region average.
- English I scores are equal to the state average and English II scores are higher than the state average.
- Algebra 1 scores increased from 2016 and remain at the state average for approaches grade level or above.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Students receiving special education services perform lower than the district on state assessments.

**Problem Statement 2:** Students receiving ESL services perform lower than the district on state assessments.

**Problem Statement 3:** Writing results have declined the past year in all tested areas.

**Problem Statement 4:** Integration of technology in classroom instruction across all curricular areas should be further enhanced.

**Problem Statement 5:** Implementation of high quality, engaging first time TEKS-based instruction should be the primary focus in all curricular areas.

**Problem Statement 6:** Implementation of high quality authentic assessments should be emphasized.

**Problem Statement 7:** Students who are economically disadvantaged, especially at Title 1 campuses, perform lower than the district on state assessments.

**Problem Statement 8:** There is a need to prepare underachieving students to enter institutions of higher education and to provide opportunities for all students to take academically rigorous courses.

**Problem Statement 9:** There is a need to provide gifted students the opportunity to demonstrate skills in self-directed learning, thinking, research and communication as evidence by the development of innovative products.

**Problem Statement 10:** Implementation of activities to promote student engagement that are TEKS-based in all curricular areas.

## **District Processes & Programs**

### **District Processes & Programs Summary**

Llano ISD will implement a multi-tiered, evidence-based system that provides services and interventions at increasing levels of intensity for students who are struggling academically and/or behaviorally. In the Response to Intervention model, all stakeholders are committed to working together on a regular basis to analyze student data and to examine individual and collective professional practices with the expressed purpose of working interdependently to improve student achievement with measurable results.

The role of the teacher is the most important factor when it comes to student achievement and success. Llano ISD respects and values teacher input regarding district policies and practices. Systems have been established in Llano ISD to give teachers a voice at the campus and district level.

The TEKS-based Resource System (a resource only) is used to allow the teachers to have access to a vertically and horizontally aligned curriculum system. Within this system, teachers all have access to a vertical alignment document across all grade levels and the instructional focus document that contains all integral parts needed to plan lessons with a high level of student engagement.

Llano ISD embraces technology to ensure that our students and staff have the digital resources necessary to provide the highest quality of instruction possible. LISD provides an infrastructure, which supports the daily functions of business and provides a quality of digital environment for learning. This requires the district implement relevant current technologies and best practices while keeping abreast of emerging technologies. Student safety and cyber-security are central to the design of Llano ISD technology infrastructure.

### **District Processes & Programs Strengths**

- We are in the process of incorporating a robust RTI process that involves a system-wide implementation that builds gradually throughout the campuses.
- Ongoing teacher training in research-based instructional strategies and behavior management is provided to teachers and administrators. District training is designed to provide instructional staff with new skills and expertise required to support instructional/behavioral needs of a diverse student population at multiple levels of intervention and intensity.
- Structures are being well established that provide for systemic monitoring of student progress.
- Engaging learning activities that are TEKS-based have been established at all campuses designed to meet the needs of all students.
- Additional supports are in place for example: Dyslexia support through Wilson Program, Istation Reading and Math programs, etc.
- Teachers have a voice by participating in campus and district site based advisory teams. Structures are in place to bring feedback to the district level for continuous improvement.
- Teachers and administrators work collaboratively to develop curriculum based assessments to track student performance based on curriculum standards and objectives.
- Llano ISD TEKS-Resource System is comprehensive and user friendly for the classroom teacher.



- Campus administrators have the opportunity to participate in monthly professional development activities with central office staff.
- Implementation of a district wide Safety Planning Committee to assist in implementing safety processes and procedures throughout all four campuses and the community.
- Committees are formed when new curriculum adoptions are implemented.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Improvement is needed in quality planning during the instructional day with all involved instructional staff - ESL, special education and intervention.

**Problem Statement 2:** Staying current with safety and security procedures and the implantation throughout the district.

**Problem Statement 3:** Due to turnover in administration, there is need to ensure all new administrators and support staff are trained regarded district processes.

**Problem Statement 4:** There is a disproportionate percent of students at the secondary level who are leaving the district to be home schooled.

**Problem Statement 5:** There is a disproportionate percent of students in special education placed in ISS and DAEP compared to their non-disabled peers.

# Perceptions

## Perceptions Summary

Llano ISD understands the importance of the role that parents and community share in the success of our district. The district collects data through district and campus committees, planning teams and surveys to gauge community perceptions. Llano ISD is proactive in developing community engagement programs to help parents and community members have a deeper understanding of the District. It is a priority of Llano ISD to maintain transparency open dialogue with students, parents, and community to share information between the District and our stakeholders.

Llano ISD works hard at both the district and campus level to engage family and community in all aspects of the education process. Examples include our extensive extracurricular activities (athletics, fine arts and beyond), family nights at the elementary schools, bond committees, and open houses at all campuses prior to school starting. The district has over 1,800 students attending four campuses and the Llano community, including students and staff, understand the importance of a shared vision and focus on resources and efforts to help each maximize his/her potential.

The District encourages a community of leaders who collaborate, value the collective intelligence of each member, and focus on advancing student outcomes. Leadership development opportunities exist from central office and on campus as teachers take on roles of team leaders and committee chairpersons, which provide a supportive foundation for continuous improvement.

Campus administrators engage in monthly collaborative meetings to ensure that each leader is not working in isolation solely focused on making their campus stronger, but has a vested interest in the system as a whole. Assistant Principals (AP) engage in monthly meetings with assistant superintendent and director of student services to engage in professional learning that centers on topics such as RTI, instructional leadership, change management, finance, human resources, and technology integration. In addition, each campus has a campus website that is kept up to date with classroom and activity websites.

Llano ISD values inclusive processes for all levels of staff. Each campus facilitates a campus site based decision-making team, along with the district decision-making team with staff representation to collaborate on school organization, budget and professional development. Representation at the district level involves input to gather information on topics such as instructional calendar, transportation models, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Student Health Advisory Council and School Safety Committee.

The District has many strengths regarding discipline which includes extensive training by all administrators and special education staff related to working with emotionally disturbed students, a centrally located discipline management system, continuous monitoring of discipline data to target excessive removals from instruction. Additionally, the District's DAEP facility will offer the ability for students to complete their education in an alternative setting.

## *Gifted & Talented*

Program evaluation of the Llano ISD GT program has indicated a perception gap in the identification of students at the elementary level and addressing the needs of gifted learners on each campus.

## *ESL/Bilingual*

Program evaluation of the Llano ISD ESL/Bilingual Program has indicated an increase in the number of enrolled students and a decline state assessment scores.

### **Perceptions Strengths**

- Llano ISD has been strategic in their approach to soliciting parent feedback regarding district practices. Parents receive multiple opportunities to participate in District committees such as District Site Based Planning Committee, School Health Advisory Committee and School Safety Committee.
- Evidence of a positive relationship between Llano ISD and our community is supported by the success of the following partnerships:
  - Academic Booster Club
  - Volunteers and Mentors in Schools
  - Angelo State University Dual Credit Partnership

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Processes within the organization need to be examined and refined to ensure effective implementation on all campuses.

**Problem Statement 2:** There is a need to continue to increase involvement of parents and community within the schools.

**Problem Statement 3:** There is a need to actively support the emotional well-being of students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure 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: Llano ISD will increase student achievement and close the gap that exists between student groups in standardized test scores.**

**Performance Objective 1:** Increase Domain 1 academic performance by 10% of all students meeting approaches, meets and masters grade level on all state assessments.

**Evaluation Data Source(s) 1:** State and Federal Accountability and testing results.

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Provide meaningful district wide professional development - Lead4ward	Campus and District Administrators	Increase student performance				
	Problem Statements: Student Academic Achievement 5, 10					
2) Implement research based strategies in the classroom for all student populations - Sheltered Instruction, Seidltz, Lead4ward	Campus and District Administrators	Increase student performance				
	Problem Statements: Student Academic Achievement 5, 7, 8, 9, 10					
3) Use CBA data to analyze student learning throughout the curriculum.	Campus and District Administrators	Increase student performance				
	Problem Statements: Student Academic Achievement 6					
4) Follow district CBA process and guidelines.	Campus and District Administrators	Increase student performance				
	Problem Statements: Student Academic Achievement 6					
5) Collaboratively plan using resources in TEKS Resource System and Lead4ward Field Guides.	Campus and District Administrators	Increase student performance				
	Problem Statements: Student Academic Achievement 5					
6) Students who are not successful on STAAR at grades 6-12 will receive an additional block of instruction in Reading and/or Math.	Campus and District Administrators	Increase student progress measure				
	Problem Statements: Student Academic Achievement 6					



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 5:** Implementation of high quality, engaging first time TEKS-based instruction should be the primary focus in all curricular areas.

**Problem Statement 6:** Implementation of high quality authentic assessments should be emphasized.

**Problem Statement 7:** Students who are economically disadvantaged, especially at Title 1 campuses, perform lower than the district on state assessments.

**Problem Statement 8:** There is a need to prepare underachieving students to enter institutions of higher education and to provide opportunities for all students to take academically rigorous courses.

**Problem Statement 9:** There is a need to provide gifted students the opportunity to demonstrate skills in self-directed learning, thinking, research and communication as evidence by the development of innovative products.

**Problem Statement 10:** Implementation of activities to promote student engagement that are TEKS-based in all curricular areas.


**Goal 1:** Llano ISD will increase student achievement and close the gap that exists between student groups in standardized test scores.

**Performance Objective 2:** Increase academic student progress and or relative student progress measure by 5% on all state assessments.

**Evaluation Data Source(s) 2:** State and Federal Accountability and testing results.

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Provide meaningful district wide professional development - Lead4ward	Campus and District Administrators	Increase student performance				
Problem Statements: Student Academic Achievement 5, 6						
2) Implement research based strategies in the classroom for all student populations - Sheltered Instruction, Seidltz, Lead4ward	Campus and District Administrators	Increase student progress measure				
Problem Statements: Student Academic Achievement 5, 7, 8, 9, 10						
3) Use CBA data to analyze student learning throughout the curriculum.	Campus and District Administrators	Increase student progress measure				
Problem Statements: Student Academic Achievement 6						
4) Follow district CBA process and guidelines.	Campus and District Administrators	Increase student progress measure				
Problem Statements: Student Academic Achievement 6						
5) Collaboratively plan using resources in TEKS Resource System and Lead4ward Field Guides.	Campus and District Administrators	Increase student progress measure				
Problem Statements: Student Academic Achievement 5						
6) Students who are not successful on STAAR at grades 6-12 will receive an additional block of instruction in Reading and/or Math.	Campus and District Administrators	Increase student progress measure				
Problem Statements: Student Academic Achievement 6						
						

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
-------------------------------------



<b>Problem Statement 5:</b> Implementation of high quality, engaging first time TEKS-based instruction should be the primary focus in all curricular areas.
<b>Problem Statement 6:</b> Implementation of high quality authentic assessments should be emphasized.
<b>Problem Statement 7:</b> Students who are economically disadvantaged, especially at Title 1 campuses, perform lower than the district on state assessments.
<b>Problem Statement 8:</b> There is a need to prepare underachieving students to enter institutions of higher education and to provide opportunities for all students to take academically rigorous courses.
<b>Problem Statement 9:</b> There is a need to provide gifted students the opportunity to demonstrate skills in self-directed learning, thinking, research and communication as evidence by the development of innovative products.
<b>Problem Statement 10:</b> Implementation of activities to promote student engagement that are TEKS-based in all curricular areas.


**Goal 1:** Llano ISD will increase student achievement and close the gap that exists between student groups in standardized test scores.

**Performance Objective 3:** In Domain 3 close performance gaps by 5% in all areas of state assessment.

**Evaluation Data Source(s) 3:** State and Federal Accountability and testing results.

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Provide meaningful district wide professional development - Lead4ward	Campus and District Administrators	Increase student performance				
Problem Statements: Student Academic Achievement 5						
2) Implement research based strategies in the classroom for all student populations - Sheltered Instruction, Seidltz, Lead4ward.	Campus and District Administrators	Close performance gaps				
Problem Statements: Student Academic Achievement 2, 3, 5						
3) Use CBA data to analyze student learning throughout the curriculum.	Campus and District Administrators	Close performance gaps				
Problem Statements: Student Academic Achievement 6						
4) Follow district CBA process and guidelines.	Campus and District Administrators	Close performance gaps				
Problem Statements: Student Academic Achievement 6						
5) Collaboratively plan using resources in TEKS Resource System and Lead4ward Field Guides.	Campus and District Administrators	Close performance gaps				
Problem Statements: Student Academic Achievement 5						
6) Students who are not successful on STAAR at grades 6-12 will receive an additional block of instruction in Reading and/or Math.	Campus and District Administrators	Increase student progress measure				
Problem Statements: Student Academic Achievement 1, 2, 5, 7, 10 - School Processes & Programs 1						
						

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
-------------------------------------

<b>Problem Statement 1:</b> Students receiving special education services perform lower than the district on state assessments.
<b>Problem Statement 2:</b> Students receiving ESL services perform lower than the district on state assessments.
<b>Problem Statement 3:</b> Writing results have declined the past year in all tested areas.
<b>Problem Statement 5:</b> Implementation of high quality, engaging first time TEKS-based instruction should be the primary focus in all curricular areas.
<b>Problem Statement 6:</b> Implementation of high quality authentic assessments should be emphasized.
<b>Problem Statement 7:</b> Students who are economically disadvantaged, especially at Title 1 campuses, perform lower than the district on state assessments.
<b>Problem Statement 10:</b> Implementation of activities to promote student engagement that are TEKS-based in all curricular areas.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Improvement is needed in quality planning during the instructional day with all involved instructional staff - ESL, special education and intervention.


**Goal 2: Llano ISD will provide training for all staff, students and families (when indicated) on varied safety contingencies and comply with state and federal requirements for all employees.**

**Performance Objective 1:** Llano ISD will have measures in place for on-site and off-site evacuations, lock downs and severe weather.

**Evaluation Data Source(s) 1:** Updated safety audit from Texas State University; documentation of campus drills; key card entry system at all campuses.

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Create consistent campus safety plans for all classrooms with plans for staff to follow.	Campus Administrators and SRO	All staff will understand campus level safety proceedings.				
Problem Statements: School Processes & Programs 2						
2) Provide training for substitutes to ensure they are aware of safety proceedings.	District Administrators	District substitutes will understand safety procedures for the district.				
Problem Statements: School Processes & Programs 2						
3) SRO will conduct in-service for all staff related to active shooter training.	SRO	Staff will understand situations involved with active shooter.				
Problem Statements: School Processes & Programs 2						
4) Each campus will have consistent campus drills for fire, lock down, evacuations, severe weather, active shooter, etc. with appropriate documentation.	Campus administration and Assistant Superintendent	All staff will understand proper proceedings for all drills on campus and follow protocol on drills from Texas State University.				
Problem Statements: School Processes & Programs 2						
5) All staff will complete state required compliance training online through Safe Schools training modules.	Campus Principals and Director of Student Services	100% compliance for all staff.				
Problem Statements: School Processes & Programs 2						
						

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
--

**Problem Statement 2:** Staying current with safety and security procedures and the implantation throughout the district.


**Goal 2:** Llano ISD will provide training for all staff, students and families (when indicated) on varied safety contingencies and comply with state and federal requirements for all employees.

**Performance Objective 2:** All Staff will receive mandated professional development from Safe Schools.com.

**Evaluation Data Source(s) 2:** Evaluate all options for presentation to best meet the needs of the teachers and their schedules.

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Staff will complete mandated training through the online system Safe Schools.	Director of Student Services and Campus Administrators	100% Compliance for all staff				
Problem Statements: School Processes & Programs 2						
						

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Staying current with safety and security procedures and the implantation throughout the district.


**Goal 3: Llano ISD will maintain a school culture of high expectations and positive relationships between students, staff and community.**

**Performance Objective 1:** Continue avenues to gauge the climate at school by using surveys or informally by taking time to meet with parents and students.

**Evaluation Data Source(s) 1:** Surveys utilized during the year at the campus and district levels.

**Summative Evaluation 1:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Improve communication by updating campus and school website.	District Administrators, Technology staff, Campus Administrators and teachers	Improved communication throughout the staff and community.				
Problem Statements: Perceptions 2						
2) Administer an end of the year survey to all Llano ISD staff and parents.	Director of Student Services and Assistant Superintendent	Improved communication among parents and community; use results to make changes and improvements for upcoming school year.				
Problem Statements: Perceptions 2, 3						
3) Update parent involvement policy and parent compact at elementary schools.	Campus Administrators and Assistant Superintendent	Improved communication among parents and families.				
Problem Statements: Perceptions 2						
4) Llano ISD will offer an alternative setting for students to earn their diploma - Crossroads.	Assistant Superintendent and Director of DAEP	Decrease the number of students who leave the district to be home schooled and decrease the percent of students placed in DAEP who are special education.				
Problem Statements: School Processes & Programs 3, 4, 5						
						

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Due to turnover in administration, there is need to ensure all new administrators and support staff are trained regarded district processes.

<b>Problem Statement 4:</b> There is a disproportionate percent of students at the secondary level who are leaving the district to be home schooled.
<b>Problem Statement 5:</b> There is a disproportionate percent of students in special education placed in ISS and DAEP compared to their non-disabled peers.
<b>Perceptions</b>
<b>Problem Statement 2:</b> There is a need to continue to increase involvement of parents and community within the schools.
<b>Problem Statement 3:</b> There is a need to actively support the emotional well-being of students.



**Goal 4: Llano ISD will recruit and retain high quality and effective teachers and administrators, and provide a positive work environment.**

**Performance Objective 1:** Ensure annually all staff are teaching in fields or courses that meet state certification requirements.

**Evaluation Data Source(s) 1:** Human Resources and Campus Principals

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Support and encourage teachers to attain certification through TExES, alternative programs, ESL certification and critical needs areas. The district will pay for cost of passed ESL certification exam.	Human Resources and Campus Principals	Certified teachers teaching appropriate classes; Provide teachers of certification based classes to teach student skills through School of Innovation.				
Problem Statements: Demographics 1, 2 - School Processes & Programs 3						
2) A comprehensive district staff development plan will be established based on district ESL teacher needs to meet TEA ESL Waiver requirements.	LHS and LJH Campus Principals and Director of Student Services.	Aligned professional development plan to address lack of certified ESL teachers at the secondary level.				
Problem Statements: Student Academic Achievement 2						

**Performance Objective 1 Problem Statements:**

Demographics	
<b>Problem Statement 1:</b> There is a need to continue recruiting efforts, collect data on staff retention and continue to work to increase diversity among staff.	
<b>Problem Statement 2:</b> There is a need to review all job descriptions and continue to review pay structures to ensure competitiveness and consistency among staff.	
Student Academic Achievement	
<b>Problem Statement 2:</b> Students receiving ESL services perform lower than the district on state assessments.	
School Processes & Programs	
<b>Problem Statement 3:</b> Due to turnover in administration, there is need to ensure all new administrators and support staff are trained regarding district processes.	


## Goal 5: Technology will support student instruction and learning in Llano ISD.

**Performance Objective 1:** Llano ISD will provide technology for all staff and students which will impact learning and be fiscally possible for the district.

**Evaluation Data Source(s) 1:** Staff, Student and Community Surveys

### Summative Evaluation 1:

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Students in grades 6-12 will receive devices and allow them to function in a 1-1 setting.	Technology	Improve ability for college and career readiness.				
Problem Statements: Student Academic Achievement 4						
2) All district professional staff will receive a technology device (Google Chrome Book) to use in classroom instruction and professional development.	Technology Personnel and Campus Administrators	Enhance digital learning, PLC's and ability to mobilize anywhere wifi is available.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5						
3) Elementary campuses will have at least 100 Google Chromebooks on campus to allow students to use these devices for instruction.	Technology staff and Campus Administrators	Introduce elementary students to technology that will be available in future classrooms.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5						
4) Each campus will have at two instructional technology coaches to implement strategies and professional development to campus staff.	Campus technology coaches	Staff will be adequately trained to use issued devices.				
Problem Statements: Student Academic Achievement 4, 10						
						

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> Students receiving special education services perform lower than the district on state assessments.
<b>Problem Statement 2:</b> Students receiving ESL services perform lower than the district on state assessments.
<b>Problem Statement 3:</b> Writing results have declined the past year in all tested areas.
<b>Problem Statement 4:</b> Integration of technology in classroom instruction across all curricular areas should be further enhanced.
<b>Problem Statement 5:</b> Implementation of high quality, engaging first time TEKS-based instruction should be the primary focus in all curricular areas.

**Problem Statement 10:** Implementation of activities to promote student engagement that are TEKS-based in all curricular areas.

**Goal 6: Facilities, infrastructures, and grounds in Llano ISD will be maintained and needs assessed for future projects**

**Performance Objective 1:** Remaining bond projects will be completed and planning will begin for future bond projects.

**Evaluation Data Source(s) 1:** Period review of projects and future project requests.

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	May
1) Update monthly on campus bond projects at school board meetings	Administrators/Maintenance Director	Facilities will be updated				
Problem Statements: School Processes & Programs 2 - Perceptions 1						

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Staying current with safety and security procedures and the implantation throughout the district.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Processes within the organization need to be examined and refined to ensure effective implementation on all campuses.

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$459,725.00
199-23-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,496.00
199-11-6129	6129 Salaries or Wages for Support Personnel	\$100,816.00
199-11-6141	6141 Social Security/Medicare	\$9,660.00
199-23-6141	6141 Social Security/Medicare	\$1,124.00
199-11-6142	6142 Group Health and Life Insurance	\$45,762.00
199-23-6142	6142 Group Health and Life Insurance	\$3,792.00
199-11-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$36,788.00
199-23-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$6,238.00
199-11-6146	6146 Teacher Retirement/TRS Care	\$15,982.00
199-23-6146	6146 Teacher Retirement/TRS Care	\$1,743.00
<b>6100 Subtotal:</b>		<b>\$759,126.00</b>
<b>6200 Professional and Contracted Services</b>		
199-11-6249	6249 Contracted Maintenance & Repair	\$33,100.00
199-11-6269	6269 Rentals - Operating Leases	\$2,600.00
199-52-6299	6299 Miscellaneous Contracted Services	\$63,000.00
<b>6200 Subtotal:</b>		<b>\$98,700.00</b>
<b>6300 Supplies and Services</b>		
199-11-6329	6329 Reading Materials	\$1,750.00

199-11-6339	6339 Testing Materials	\$500.00
199-11-6399	6399 General Supplies	\$47,810.00
<b>6300 Subtotal:</b>		<b>\$50,060.00</b>
<b>6400 Other Operating Costs</b>		
199-13-6411	6411 Employee Travel	\$2,500.00
199-23-6411	6411 Employee Travel	\$500.00
199-11-6412	6412 Student Travel	\$200.00
199-52-6419	6419 Non-Employee Travel	\$500.00
199-23-6495	6495 Membership Fees	\$275.00
199-11-6499	6499 Miscellaneous Operating Costs	\$500.00
199-36-6499	6499 Miscellaneous Operating Costs	\$500.00
<b>6400 Subtotal:</b>		<b>\$4,975.00</b>

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alecia Williams	Teacher		0.01
Amanda Rusche	Paraprofessional		1
Amy Kitchens	Teacher		0.01
Amy Withrow	Teacher		0.08
Ann McDonough	Teacher		0.23
Aspen Laird	Teacher		0.01
Chris Carrell	Teacher		0.08
Christi Johnson	SLP		0.11
Connie Balusek	Teacher		0.01
Crissy McDonald	Teacher		0.01
Darrien Jones	Teacher		0.43
Diane Lee	Teacher		0.01
Donna West	Teacher		0.01
Elise Looney	Teacher		0.01
Estela Givens	Teacher		0.08
Fraser Smith	Teacher		0.08
Gabriela Castro	Teacher		0.08
Glynn Glasscock	Teacher		0.08
Gracie Carlile	Teacher		0.01
Gwendolyn Feaster	Paraprofessional		1
Interventionist	Teacher		1
Jeanette Miranda Cain	Teacher		0.23
Jeannie Bailey	Teacher		0.08
Kaitlyn Tatsch	Teacher		0.01

Karen Moore	Dyslexia		1
Kay Virdell	Teacher		0.08
Kayla Harned	Teacher		0.01
Kayla Kothmann	Teacher		0.01
Keri Tyldesley	Teacher		0.01
Kristopher Lowery	Teacher		0.08
Lisa Newby	Teacher		0.01
Lori Gray	Teacher		0.23
Melinda Lange	Teacher		0.01
Michael McIntosh	Teacher		0.08
Michele Middleton	Teacher		0.08
Molly Turner	Teacher		0.08
Nicole Leifeste	Teacher		0.08
Rebecca Mithofer	Teacher		0.01
Richard Gilbert	Teacher		0.08
Robert Vaade	Teacher		1
Sandra Lynch	Paraprofessional		1
Sandy Guido	Paraprofessional		0.5
Sandy Osbourn	Diagnostician		1
Sara Debord	Teacher		0.23
Sharon Rivers	Teacher		0.17
Sharon Zyetz	Teacher		0.01
Staslie Martin	Teacher		0.01
Sylvia Arms	Teacher		0.08
Tammy Barrack	Teacher		0.01
Taylor Schultz	Teacher		0.08
Teresa Ellis	Teacher		0.08
Tiffany Strand	Teacher		0.01



Tiffany Tilmon Sawyer	Teacher		0.01
Tina Riden	Teacher		0.01
Toby Fletcher	DAEP Director		1
Trudy Vollmar	Paraprofessional		1
Victoria Hecke	Teacher		0.14
Vikki Sealey	Teacher		0.01
Virginia Kassell	Teacher		0.20

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Parker	Teacher		1.0
Christina Foley	Paraprofessional		1.0
Clara Watson	Paraprofessional		1.0
Gina (Tiffany) Brundage	Paraprofessional		0.75
Jamie Ottosen	Paraprofessional		1.0
Janet Hackworth	Paraprofessional		1.0
Kristi Moore	Paraprofessional		1.0
Mechelle Casey	Paraprofessional		1.0
Peggy Theiss	Paraprofessional		1.0
Phyllis McWhorter	Teacher		1.0
Samantha Hoskins	Paraprofessional		1.0
Sarah Sample	Paraprofessional		1.0
Sonya Ward	Paraprofessional		1.0
Trisha Pickle	Paraprofessional		1.0

## District Site-Based Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Stephanie Acuna	HS Parent
Classroom Teacher	Neda Bauman	HS Teacher
Classroom Teacher	Kippi Kenney	LES Teacher
Administrator	Doug Debord	LES Principal
Administrator	Ryan Turner	PES Principal
Classroom Teacher	Keesha Fly	JH Teacher
Administrator	Todd Keele	JH Principal
Community Representative	Becky Lange	Community Rep
Business Representative	Lisa Miiller	Business Rep
Administrator	Jeni Neatherlin	HS Principal
Parent	Sandy Osbourn	LES Parent
Administrator	Jamie Payne	Assistant Superintendent
Administrator	Shelly Schuessler	Director of Student Services
Parent	Beth Prokop	JH Parent
Classroom Teacher	Sharon Rivers	HS Teacher
Classroom Teacher	Ashley Monnig	LES Teacher
Classroom Teacher	Connie Balusek	PES Teacher
Classroom Teacher	Alecia Williams	PES Teacher

# District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$41,773,430.00
<b>+/- Difference</b>					\$41,773,430.00
199-PIC 21 State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$34,957.00
<b>+/- Difference</b>					\$34,957.00
199-PIC 22 State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$580,218.00
<b>+/- Difference</b>					\$580,218.00
199-PIC 23 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,553,481.00
<b>+/- Difference</b>					\$1,553,481.00
199-PIC 24 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$358,270.00
<b>+/- Difference</b>					\$358,270.00
<b>199-PIC 26 State Comp Ed (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$102,318.00
<b>+/- Difference</b>					\$102,318.00
<b>199-PIC 28 State Comp Ed (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$104,901.00
<b>+/- Difference</b>					\$104,901.00
<b>199-PIC 30 State Comp Ed (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$347,372.00
<b>+/- Difference</b>					\$347,372.00
<b>199-PIC 25 State Bilingual/ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$38,199.00
<b>+/- Difference</b>					\$38,199.00

<b>199-PIC 31 State High School Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$135,720.00
<b>+/- Difference</b>					\$135,720.00
<b>211 Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$514,849.00
<b>+/- Difference</b>					\$514,849.00
<b>224 IDEA B, Formula SpEd</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$351,795.00
<b>+/- Difference</b>					\$351,795.00
<b>225 IDEA B, Preschool SpEd</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$9,747.00
<b>+/- Difference</b>					\$9,747.00
<b>244 Perkins Career &amp; Technical Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00

<b>Budgeted Fund Source Amount</b>					\$25,153.00
<b>+/- Difference</b>					\$25,153.00
<b>255 Title II, Part A, TPTR</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$63,389.00
<b>+/- Difference</b>					\$63,389.00
<b>265 Title IV, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$36,267.00
<b>+/- Difference</b>					\$36,267.00
<b>Grand Total</b>					\$0.00

# Addendums



## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

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

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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

School District:
Region: Region 13 ESC, Migrant Shared Service Arrangement

## Priority for Service (PFS) Action Plan

Filled Out By: Chris Wineland
Date: August, 2018

School Year: 2018- 2019

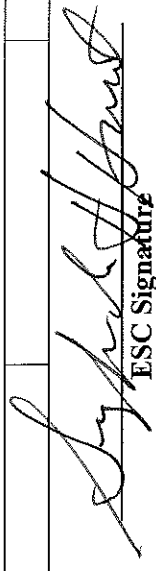
<b>Goal(s):</b>	<b>Objective(s):</b>
To assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.	To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.

Required Strategies			
	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS</b>			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Every month, beginning in September	Region 13 ESC Migrant Staff	PFS Reports/email PFS Reporting Form
Additional Activities	At the beginning of every school year	Region 13 ESC Migrant Staff SSA District Contact	PFS Action Plan District Improvement Plan Attachment
<ul style="list-style-type: none"> <li></li> </ul>			
Required Strategies			
	Timeline	Person(s) Responsible	Documentation

<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	At the beginning of the school year and as needed	Region 13 ESC Migrant Staff	E-campus Files SSA Meeting Agenda PFS Action Plan
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	Ongoing, as needed	Region 13 ESC Migrant Staff SSA District Contact	PFS Criteria Home visit/parent communications
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Ongoing, as needed	Region 13 ESC Migrant Staff	PFS Student Progress Report Home visit/parent communications
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Ongoing, as needed	SSA District Contact Region 13 ESC Migrant Staff	PFS Student Progress Report
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Ongoing, as needed	SSA District Contact Region 13 ESC Migrant Staff	PFS Student Progress Report
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Ongoing, as needed	Region 13 ESC Migrant Staff	ESSA Supplement vs Supplant criteria
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			

Chris Winkland \_\_\_\_\_  
LEA Signature

06/20/2018 \_\_\_\_\_  
Date Completed

 \_\_\_\_\_  
ESC Signature

08/20/2018 \_\_\_\_\_  
Date Received

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE – LLANO ISD

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON (s) RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>● Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local)  TEC 11.252(a)(3)(E)	Campus Counselors/Administrators	Student Handbook
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	TEC 11.253(d)  Board Policy FFA(Local)	SHAC Committee  Director of Student Services  Asst. Superintendent	Fitness gram Testing Results  SHAC Committee meetings (4 x year)
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>● Student groups served – monitoring over-representation</li> <li>● Attendance rates</li> <li>● Pre- and post- assessment results</li> <li>● Dropout rates</li> <li>● Graduation rates</li> <li>● Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)	Director of DAEP/Crossroads	Student Handbook
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>● Evaluation – every two years</li> </ul>	TEC 11.252(d)	Director of Student Services	Plan 4 Learning documentation of committee meetings, logs and meeting

			minutes.
<b>5. Dropout Prevention</b>	TEC 11.252	Director of DAEP/Crossroads  Asst. Superintendent	Crossroads intake, transcript review
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>● Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Director of Student Services	Campus RTI Programs and SST Meetings
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>● An identification and recruitment plan</li> <li>● New Generation System (NGS)</li> <li>● Early Childhood Education</li> <li>● Parental Involvement</li> <li>● Graduation Enhancement</li> <li>● Secondary Credit Exchange and Accrual</li> <li>● Migrant Services Coordination</li> <li>● A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Assistant Superintendent	Shared Service Agreement with Region 13
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>● District-wide procedures for campuses, as applicable</li> </ul>		Campus Counselors and Nurses	Counseling, health related services and homebound services (6 weeks)
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	TEC 11.252(4)  TEC 11.252(3)(G)	Secondary Administrators and Counselors	Students in grades 8-12 receive information on higher education through job training events, higher education visits, and post-secondary education opportunities provided by campus counselors.  College and Technical training events; military recruiters and career day.

<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	<p>Campus Administrators</p> <p>Director of Student Services</p> <p>Assistant Superintendent</p> <p>Superintendent</p>	<p>All paraprofessionals employed at the elementary campus attend training through Region 13 to become highly qualified and obtain certification.</p> <p>Math and Science, ESL Stipend and Title II funds with professional development.</p>
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p> <p>Board Policy FFG(Exhibit)</p>	<p>Director of Student Services</p>	<p>All district staff complete online training through safeschools.com</p>
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> </ul> </li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Director of Student Services</p> <p>Campus Administrators</p>	<p>All district staff complete online training through safeschools.com</p>
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p>	<p>Director of Student Services</p>	<p>All district staff complete online training through safeschools.com</p>

<p>notification procedure</p> <ul style="list-style-type: none"> <li>o Conflict resolution programs</li> <li>o Violence prevention and intervention programs</li> <li>o Unwanted physical or verbal aggression</li> <li>o Sexual harassment</li> <li>o Harassment and dating violence</li> </ul>	<p>Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8)</p> <p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Counselors Campus Administrators</p>	<p>Behavior Training and CPI training for all special education staff.</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Director of Student Services</p>	<p>All campuses have designated Behavior Teachers/Support Personnel who have been trained in behavior management techniques. General Education teachers are trained in differentiation strategies to use with all students.</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Technology Director</p>	<p>All professional staff has been issued a Chromebook to use for instructional purposes.  Chromecast</p>