

## PLAN FOR DISTRICT IMPROVEMENT – 2011-12

### VISION/MISSION

Graduate every student prepared for success beyond high school.

#### CORE VALUES

Amarillo ISD has established four core values that specify how we will bring value to our students and community, guide our decision-making process, and help determine the outcome or answer to major issues.

#### **CORE VALUE: STUDENT PERFORMANCE**

*The district's focus is to improve the academic performance of all the students it serves. Our teaching is aligned to the Texas Essential Knowledge and Skills and focused to meet our students' needs in order to foster the skills necessary for their future success. Learning is evaluated, in part by performance on state assessments, as well as other important student achievements.*

#### **CORE VALUE: CUSTOMER SERVICE**

*Great communities have great schools. Great schools provide quality educational services. They do so by building positive, constructive relationships with students and parents. The individual student is the focus. Rather than treating students as a group, AISD staff will treat each student as an individual with his or her own special set of unique needs and goals. Listening to parent concerns and requests demonstrates a high degree of respect and concern. Providing solutions, when possible, demonstrates the partnership we want with parents.*

#### **CORE VALUE: COST EFFECTIVENESS**

*Great communities expect good stewardship of the public resources. Resources will be effectively used in ways that improve student performance and provide quality experiences that will enhance each child's future.*

#### **CORE VALUE: QUALITY STAFF**

*The district will place highly qualified staff with every student because student performance is directly related to staff quality. In addition, the district values and understands the benefits of a diverse educational staff and the importance of quality student-adult relationships.*

## **BELIEF STATEMENTS**

Developed by the Amarillo ISD Board of Trustees, June 2006

1. We believe all students can learn given the proper motivation, time and resources.
2. We believe that education is the equalizer in our society and that our schools can and should provide a culture of hope for all children.
3. We believe students benefit when provided appropriate, distraction-free learning environments and personalized instruction.
4. We believe students will rise to meet high expectations and take responsibility for their own learning.
5. We believe all of our students should graduate from high school prepared to earn a living wage or ready to pursue a college education or additional training.
6. We believe decision-making should involve the use of quality data when appropriate.
7. We believe parents should be meaningfully involved with their child's education, and that parents and school share the responsibility to see that children have what they need to be successful in school.
8. We believe schools are an essential part of neighborhood communities and that the community plays a role in the education of its children.
9. We believe resources should be focused on the district's mission to prepare our students for life after high school.
10. We believe classroom lessons that authentically engage students will result in high levels of student learning.

Modified: September 2010

## District Philosophy

**“Schools cannot be made great by great teacher performances.  
They will only be made great by great student performance.”**

**Phillip Schlechty**

We affirm that:

- The **critical customer** is the student;
  - The **critical leader** is the teacher;
  - The **critical work unit** is the classroom;
  - The **critical process** is the instructional process;
  - The **critical activity** is creating engaging classroom work that results in high achievement, and
  - The **critical relationship** is the teacher-student relationship.
- 
- We **value each employee**, believe each individual contributes value to the district and has a role in supporting student achievement.
  - We also understand that high levels of student achievement require a **strong partnership with families, businesses and our community**.

## Our Commitment to the Students of Amarillo ISD

Every employee in Amarillo Independent School District relentlessly pursues one mission – to graduate every student prepared for success beyond high school. **In other words, every child has the right to be prepared to attend college! Thus, it is the responsibility of the adults in the school/district to develop systems that make that a reality.** We are whole-heartedly committed to our students and their success every day.

### In every classroom, every student:

- Will be taught by caring teachers who have an unrelenting focus on the student’s learning;
- Will understand the learning objective for the lesson;
- Is learning grade level standards (TEKS-based) at the expected level of thinking and rigor;
- Is learning through research-based instructional strategies; and
- Is actively engaged in meaningful, relevant, individualized learning with real world applications.

To accomplish these guarantees, we work together collaboratively, closely monitoring student learning to inform and direct our instructional decisions.

## District Theory of Action

**“The difficulties faced by schools are always deeply influenced by the kinds of mental models and relationships at large in the system.”**

**Peter Senge**

A Theory of Action (TOA) is a set of *beliefs and actions* that the district implements to achieve its vision/mission. **Organizations work the way they work because of the ways people think and interact with one another.** In general, our TOA works to cultivate a *campus culture* which produces high levels of student learning. Research indicates that successful districts create a campus culture that focuses on:

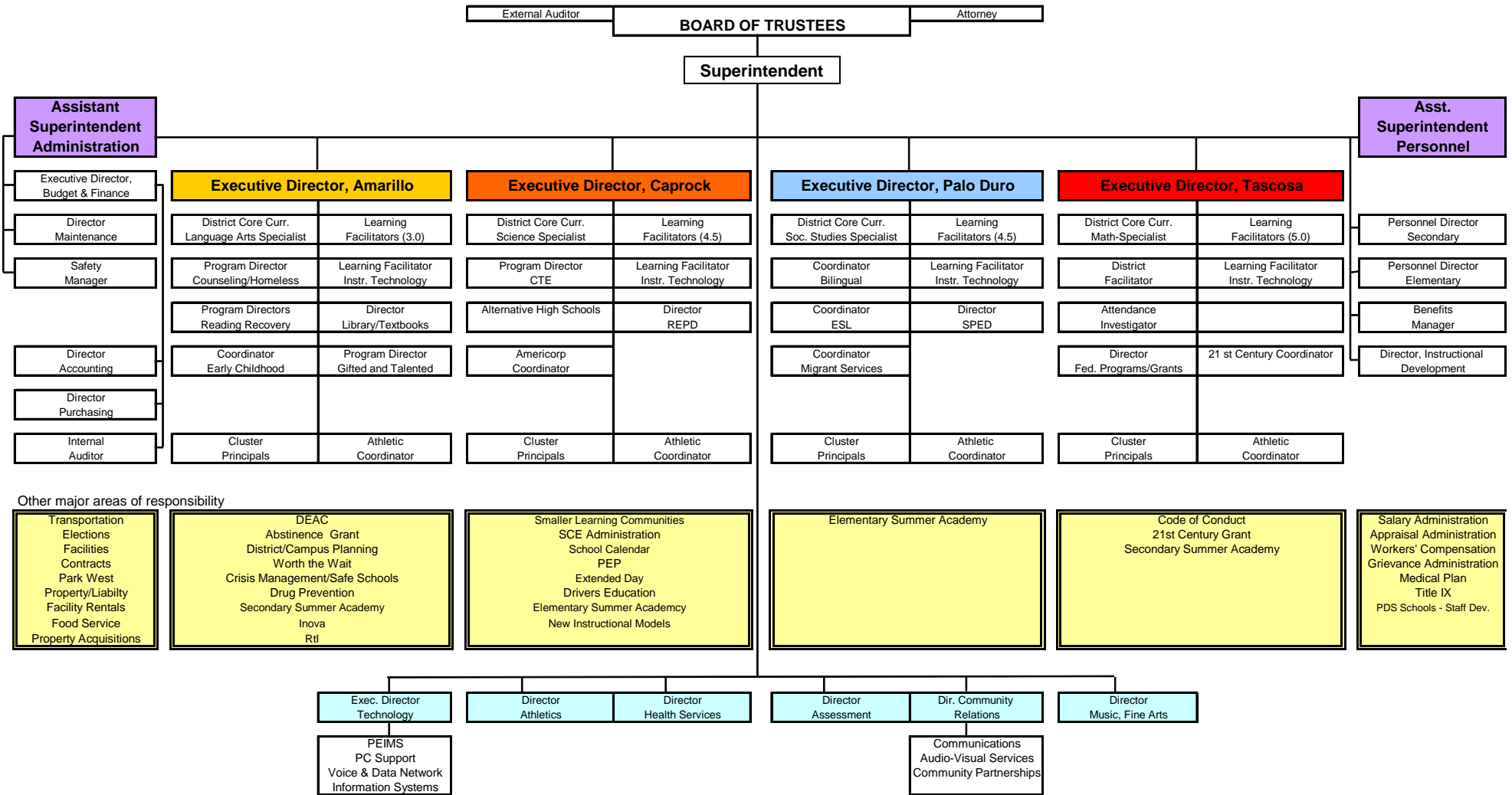
1. **clear expectations** (system expectations with alignment in mission, beliefs, instructional practices, etc.),
2. **regular collaboration** ( the building block of the organization which includes collective inquiry into best practices, analysis of the current reality and an orientation to learning by doing), and a,
3. **commitment to continuous learning** (which includes monitoring and judging our efforts based on the results and adjusting instructional practices accordingly).

This culture, (called a professional learning community) describes a group of administrators and school staff who are united in their commitment to student learning.

In addition, we work toward building **student engagement**. Research indicates engagement increases when classroom lessons and instructional strategies are rigorous, relevant and facilitated by a teacher who demonstrates the value of each student. Students engage when they feel their teacher is interested and values them.

Integral to improved student performance is the belief that our students can cultivate their academic abilities through their efforts. This is called a “growth mindset.” A **growth mindset** allows students to see any deficiency as temporary knowing that effort leads to improvement. In contrast, if a student believes abilities are “fixed”, failure is paralyzing. We believe that a person’s true potential is unknowable and it is impossible to foresee what can be accomplished with years of passion, toil, and training.

We believe **the deep implementation of this culture will benefit our students** by improving student engagement, closing the achievement gap, keeping students on grade level, and ensuring all students graduate and are prepared for success beyond high school.



### **DISTRICT GOALS**

District goals are established in alignment with our vision/mission and core values.

### **DISTRICT STRATEGIES**

District strategies tell how we will accomplish our goals and spend our time. They are meaningful in the sense that they direct staff to what is important. These strategies indicate an initiative across the district's organizational units where appropriate.

### **KEY PERFORMANCE INDICATORS**

A KPI is a measure of performance to determine progress toward successful achievement of the goal.

### **CRITICAL SUCCESS FACTORS**

Critical success factors are those actions that support the strategy and the goal. They are built upon multiple needs assessments. These assessments are designed to measure "where we are" and help us identify gaps between our current and future reality.

The following reports were considered to develop the district needs.

1. Campus needs assessments
2. Cluster needs assessments
3. Preliminary student performance data
4. Rising standards for next year: Commended standards, college readiness
5. Reality Check student, staff and parent surveys (odd years only)
6. Customer Service Audit (multi-year administration)
7. Board of Trustees comments and suggestions
8. Research and articles on education topics that relate to our district needs
9. Key performance indicator results that were available
10. The Visioning Institute report
11. Future changes in the assessment system: STAAR, EOC tests
12. Future funding scenarios
13. Student demographics: rising populations of economically disadvantaged, ELL and refugee students
14. District Focus Group input

STUDENT DEMOGRAPHICS From the AEIS reports

	<u>October 2009</u>		<u>October 2010</u>		<u>October 2011</u>	
Enrollment:	30647		31483			
<u>By grade:</u>	Count	%	Count	%		
PK:	1585	5.2	1751	5.6		
K	2640	8.6	2636	8.4		
G1	2495	8.1	2636	8.4		
G2	2404	7.8	2505	8.0		
G3	2317	7.6	2405	7.6		
G4	2283	7.4	2317	7.4		
G5	2304	7.5	2327	7.4		
G6	2201	7.2	2217	7.0		
G7	2174	7.1	2203	7.0		
G8	2137	7.0	2248	7.1		
G9	2226	7.3	2425	7.7		
G10	2088	6.8	1951	6.2		
G11	1892	6.2	1947	6.2		
G12	1834	6.0	1851	5.9		
<u>By race:</u>						
• African American	3475	11.3	3639	11.6		
• Hispanic	12806	41.8	13271	42.2		
• White	13181	43.0	13109	41.6		
• Native American	93	02.1	160	0.5		
• Asian/Pacific Islander	1082	03.6	1304	4.1		
Economically Disadvantaged	18820	61.4	20432	64.9		
Limited English Proficient	3624	11.8	3980	12.6		
<u>Program Enrollment</u>						
• Bilingual/ESL	3297	10.8	3769	12.0		
• Career & Technical	7862	25.7	8103	25.7		
• Gifted & Talented	2166	07.1	2040	6.5		
• Special Education	3119	10.2	2940	9.3		
	<u>2008</u>		<u>2009</u>		<u>2010</u>	
	Count	%	Count	%	Count	%
Graduates	1531	75.6	1622	77.9	1725	82.7
(From Four Year Completion Summary)						

**Goal 1: AISD will improve the culture of high achievement and academic performance for all students.**

**Strategy 1.1: Align curriculum, instructional methods and assessment to improve the quality of instruction.**

**Strategy 1.2: Focus on each individual student and his or her achievement and development.**

**Strategy 1.3: Motivate and support professional and system learning about instruction.**

**Strategy 1.4: Provide robust data system support.**

<b>Goal 1 - Key Performance Indicators</b>	<b>Source</b>
1. Improve the percentage of students in each state accountability group meeting annual passing standards on STAAR/TAKS so that the district is on track to meet a 90% pass rate by 2014.	AEIS On Track Projection Chart
2. Decrease the achievement gap between the highest and lowest student groups in each tested subject by 20%.	AEIS
3. Improve by 5% the percentage of G5, G8 and G11 students who met panel recommendation on the first administration in four core subjects (cumulative) over the previous year.	AEIS
4. Seventy percent of the ninth grade students will obtain course credit and pass the appropriate EOC test in core subjects.	AISD
5. Increase the graduation rate percentages in every student group over the previous year.	AEIS
6. Increase the number of students who qualify for industry certificates or articulated credit at Amarillo College. [Auto-ASE, Welding, Computer-based (Adobe Suite, CAD), Health Science (Certified Nurse Assistant, Pharmacy Technician, EMT, Phlebotomy), Animal Science (Certified Veterinary Assistant), Culinary (Serve Safe)]	AISD CATE Office
7. Increase the percent of students in each accountability group who achieve Commended scores by 5% over the previous year. (Suspended for one year.)	AEIS
8. Increase the number of students graduating with 9 hours of college coursework or a 3+ on an AP test.	AISD
9. Increase the number of high school students involved in job internships.	AISD system
10. Increase the number of students who obtain an exemption from developmental courses in math and reading using Amarillo College standards. (Baseline established this year.)	Accuplacer Results AEIS

**Strategy 1.1: Align curriculum, instructional methods and assessment to improve the quality of instruction.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation (What was done for implementation)
a. Emphasize the improvement in Tier 1 instruction.	Principals, Department Heads, Teachers	August/May	N/A	The need for quality Tier 1 instruction will be a “top of the mind” concept at each staff meeting in the district. Teacher efficacy will be promoted.
b. Continue to utilize campus-based periodic assessments in all STAAR/TAKS tested subjects to make instruction more effective.	Cluster Directors, Principals, Core Curriculum Specialists, Curriculum Support Staff, Teachers	August/May	Various (Title 1,2,SCE,etc)	A campus assessment plan will be developed and implemented. Cluster Directors will review the plan and its implementation.
c. Expect all teachers to use Forethought for curriculum and lesson planning.	Cluster Directors, Principals	August – May	Local	Principals will use lesson plans as they observe classes.
d. Continue to emphasize common lesson planning.	Director of Instructional Development, Principals, CAS, LL	August – May	Title 2, Local	Continue the contract with the Dana Center for campuses who have not been trained. Training will be scheduled and conducted. All ILA staff will be trained in common lesson planning.
e. Implement the Algebra 1 Screener to ascertain readiness for Algebra 1.	Elementary and Middle School campuses	August – May	Local	Math students enrolled in any grade level math course in Grades 5-8 will take the screener.
f. Implement the English Language Arts Springboard formative assessments and coaching model for English Language Arts.	Secondary School campuses	August – May	Local	English students enrolled in Grades 6-12 will take the assessments. Springboard staff will provide coaching.
g. Conduct individual principal meetings and discuss the performance of the exit grades for each campus.	Superintendent, Technology Department	July	Local	Provide principals with a comparative analysis among district campuses focused on STAAR/TAKS performance for the cohort of students at G5, G8 and G11, (the exit grades). Collect best practices and offer support for identified areas of need.
h. Begin to highlight the fusion of content and 21 <sup>st</sup> century skills (critical thinking, communication, collaboration, creativity) into lessons.	Director of Instructional Development & Core curriculum staff	August – May	Local	Each skill will be defined for clarity. Lessons developed in Forethought will be evaluated based upon the 4C’s. Curriculum meetings will discuss the fusion into the curriculum.

**Strategy 1.2: Focus on each individual student and his or her achievement and development.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Teachers will know which students are at risk (academic failure or difficulties) and provide accelerated instruction so that they consistently improve performance and achieve at grade	Cluster Directors, Core Curriculum Specialists, Teachers, Principals	August - May	Title, SCE	Teachers and the principals will maintain an electronic list of students in need of assistance and the interventions being used. Resources include Aimsweb, Eduphoria, ABC list, Inova, ACT tests, etc.

level.				
b) Integrate the 6 year Plan of Study and the Bridges Inventory as a counseling tool for students who appear on the ABC list or in 1-1 sessions with the counselor.	Principals, Assistant Principals, Counselors	August – May	Local	This information will be made accessible to assistant principals and counselors who counsel and converse with students.
c) Prepare and implement a student information campaign targeting an important topic for secondary students.	Secondary staff, Department of Communications	August – Dec	Local	End of the year survey given to a random sample of students in grades 9 – 12 will indicate students retained information from the campaign.
d) Expand existing intern opportunities for students during the school year and summer.	Director of CTE and CTE staff	August – May	CTE	Participation in existing mentor programs will increase and new programs will be established in certain businesses/career fields.
e) Expand ACE services to Tascosa High School.	Superintendent, Principal, ACE coordinator	August – May	Local	All Tascosa students will be individually encouraged to complete a FASFA application.
f) Create new course offerings for students as needed.	Director, Fine Arts	August – May	Local	A dance class will be offered and students will be enrolled.
g) Expand our virtual school courses and provide access to AISD and Region 16 students.	Principal, AOLS	August – May	Local, Virtual School Reimbursements	Courses will be developed in government, economics, U.S. History, Algebra I, personal fitness, photography, and professional communications.
h) Create a senior mentor program for certain students who are in need of support.	High School Principals, Counselors	August – May	Local	One high school will establish a pilot program.
i) Continue to develop the concept of a “College Ready High School” based upon the principles of the No Excuses philosophy.	Cluster Directors, high school principals	August – May	Local	A white paper will be drafted defining the necessary concepts and actions needed. Campus staff will decide future actions.
j) Develop and implement a plan to provide the opportunity to apply for college through the Apply Texas program for every high school student.	Director of Counseling	August – May	Local	The plan will be developed and presented to lead counselors for input. Implementation will be scheduled when feasible. Junior English teachers will be asked to provide support for students who must complete a number of essays for the application.
k) Use the Explore/Plan national assessments as an external gauge of our instructional program.	Core Curriculum Specialists	August – May	Local	If state funding is not cut, core curriculum staff will analyze the results and develop an assessment of the strengths and weaknesses of our instructional program using this external assessment.
l) Develop consistent discipline consequences at the secondary grades for behavioral infractions.	SCE Coordinator, MS and HS administrators	July	Local	Committees will be established and a discipline plan will be developed by consensus. The plan will be piloted, evaluated and adjustments made, if needed.
m) Seniors will take the Accuplacer test to determine the level of college readiness.	Counseling Department	August – May	Local	All Seniors who are not identified on the TAKS test as college ready based upon their scale score will be given every opportunity to take the Accuplacer.
n) Devise actions to improve the student-teacher relationship.	Directors of Counseling & Instructional Development	August – May	Local	Teacher Expectations Student Achievement principles will be offered to new teachers in a sequence with ALI1, ALI2, and AIM. The same principles will be emphasized in current training programs.

**Strategy 1.3: Motivate and support professional and system learning about instruction.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Provide action research time at principal meetings to explore culture-changing philosophies and programs.	Director, Instructional Development	August – May	Local	PARC will share its findings/implementation plans with the district regarding its study of Rigor, Relevance and Relationships as it impacts Curriculum, Instruction and Assessment.
b) Plan and implement a week-long local Instructional Leadership Academy focused on curriculum.	Department of Instructional development	July	Local	Event will be conducted and anecdotal evaluations will be captured.
c) Continue to study the full implementation of Reading Recovery resources at Eastridge and Carver ECA to test the effectiveness of the program.	Reading Recovery Team	August - May	Local	This will be the second year of a three year pilot. Annual interim reports will be written in May.
d) Develop recommendations to improve our foreign language program.	Superintendent, Palo Duro Cluster Director leads, Cluster Directors	August - December	Local	Department heads of the high school foreign language program will be invited to provide input. Recommendations will be formulated and resources identified.
e) Create and support pilots that use innovative methods of teaching and presenting content to students.	Director, Instructional Development	August-May	Local	AHS(reversed classroom) and THS (inquiry-based instruction) will be supported. The results of these pilots will lead to recommendations for implementation at all levels of the district. Training will be offered on the Socratic method.

**Strategy 1.4: Provide robust data system support.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Continue to use the completion rate cohort monitoring system and ABC report to improve graduation rates.	High School Principals	August - May	Local	January check by the cluster directors on their high school campus status.
b) Add to our dashboard components	Chief Technology Officer, Stan Fountain	August – May	Local	Include total attendance, demographics, discipline
c) Determine strategy to provide 100% wireless access to all AISD classrooms, thus, allowing students to bring their own technology.	Chief Technology Officer, Assistant Superintendent, Administration	August – May	Local	A plan will be developed and a budget presented.

**Goal 2: Amarillo ISD will demonstrate fiscal responsibility by operating efficiently and effectively to meet its mission.**

**Strategy 2.1: Establish a system of budgetary and financial controls for budget managers.**

**Strategy 2.2: Review resource allocations as they relate to the mission of the district.**

**Goal 2 - Key Performance Indicators**

**Source**

**Comparison Group:**

- |  |                  |
|--|------------------|
| 11. 60-65% of General Operating Fund will be spent on classroom instruction.                             | AISD system      |
| 12. GOF expenditures for instructional related functions (11, 12, 13 & 95) will exceed comparison group. | AEIS             |
| 13. GOF for central administration will be less than comparison groups but no more than 3%.              | AISD system      |
| 14. The district will receive an unqualified opinion from its annual audit.                              | Auditor's Report |
| 15. The district will achieve a "Superior" rating on the Financial Accountability Rating System.         | FIRST report     |

**Strategy 2.1: Establish a system of budgetary and financial controls for budget managers.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Use a finance software management system that has effective budget controls and reporting capabilities.	Executive Director of Budget and Finance	July – June	Local	Periodic reports of the spending patterns that are of concern will be presented as needed.
b) Continue to use and refine as necessary the expenditure approval system.	Executive Director of Budget and Finance	July – June	Local	Identify any gaps in the ability to monitor expenditures and advance a solution.
c) Conduct financial systems training for all staff that have budgetary responsibility.	Executive Director of Budget and Finance	July – June	Local	Annual training is provided to staff with budgetary and financial responsibility.

**Strategy 2.2: Review resource allocations as they relate to the mission of the district.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Use a budget development process that tests and validates current spending and collects knowledgeable input to inform the executive team.	Executive Director of Budget and Finance	March – February	Local	Budget schedule will collect needs, report current spending levels and identify savings.
b) Periodically compare district expenditures to peer group expenditures.	Asst. Supt.	July-June	Local	Make A-Team aware, as needed, the results of the comparisons.
c) Analyze enrollment at the beginning of each semester to balance the teaching staff.	Asst. Supt., Personnel, Cluster Directors	July – June	Local	September and January meetings will be conducted to evaluate staffing patterns.
d) Conduct Restructuring Committee reviews on administrative vacancies to determine need to fill	Executive Team	August-July	Local	The Restructuring committee will discuss the importance of each administrative vacancy as related to the position's purpose and cost. The committee will document the decision to keep the position or cut the position.
e) Develop a process to allocate resources for instructional materials and technology based upon Senate Bill 6.	Executive Team	August – July	Local	A defined process will be implemented by the end of the year.
f) Establish a Board audit committee to oversee the financial condition of the district.	Board, Internal Auditor	August – July	Local	A policy will be approved and a committee selected. Meetings will be held during the year according to the policy.

**Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.**

**Strategy 3.1: Collect and respond to input from various constituents.**

**Strategy 3.2: Establish and communicate behavioral expectations for staff and students.**

**Strategy 3.3: Improve safety and security at all district sites.**

**Goal 3 - Key Performance Indicators**

**Source**

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16. At each campus, less than 15% of parents surveyed and less than 15% of students surveyed will express concern about safety at school.	2011 Reality Check
17. At each campus at least 85% of the parents surveyed will agree that the principal and teachers really care about students.	2011 Reality Check
18. Campuses included in a random 8-campus customer service audit will increase scores in lower performing areas.	Turning Point Solutions 2011 Customer Service Audit
19. 96% of our teachers will agree that they feel safe when they are at school. (Q3)	2011 Reality Check Survey
20. Less than 25% of our teachers will believe discipline is a problem at their school. (Q4)	2011 Reality Check Survey

**Strategy 3.1: Collect and respond to input from various constituents.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Ensure parent and staff awareness of an electronic portfolio for students who have completed the Bridges inventory and provide sample applications for the use of that portfolio.	Director of CTE	August-May	CTE	Surveys will indicate Bridges portfolios are in place and being used successfully by students and staff.
b) Conduct a community outreach activity at each campus.	A-Team, Cluster Directors, Principals	August – May	Local	Principals will select one of the following a) a community walk; b) design a different activity in order to achieve this strategy. The A-Team will collect and review the reports and file them with the Community Relations Department.
c) Expand the opportunities for the Board of Trustees to meet with students.	Community Relations, Cluster Directors, High School Principals	January - May	Local	The Board of Trustees will meet in the Spring with graduating seniors to discuss their experience in AISD. In January, board members will conduct individual middle school forums with eighth graders.
d) Research, plan and launch a redesigned AISD website.	Community Relations, Office of Technology	September - August	Local	New design will be tested with users before and after implementation. New design will incorporate a cumulative list of gifts and a total amount.
e) Conduct community awareness sessions to inform patrons of the district’s operations, challenges and needs.	Community Support	August – May	Local	The iLead program will involve 30-35 invitees who have expressed interest in attend the four sessions throughout the year.

**Strategy 3.2: Establish and communicate behavioral expectations for staff and students.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Continue to implement Positive Behavior Support program.	Cluster Directors	September – May	Local	A program evaluation will be conducted.
b) Continue to upgrade security technology across the district.	Les Hoyt, Gary Allen	August – May	Local	A needs list will be established. Scheduled improvements will be completed.

**Strategy 3.3: Improve safety and security at all district sites.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Ensure the EOC has access to every secondary campus-based camera to aid crisis response.	Chief Technology Officer	September	Local	Implementation of the plan.

b) Expand and centralize security surveillance capabilities at all campuses.	Assistant Superintendent, Administration	September – May	Local	Integration into the video system will be completed and EOC will be able to access the data.
c) Update the District's emergency plan.	Cluster Director, AHS	August – May	Local	The necessary input and review of model plans will be conducted. A new plan will be published.

**Strategy 3.4: Improve the student-centered environment at each campus.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Emphasize the need to develop appropriate teacher – student relationships that encourage and motivate students to give effort	Cluster Directors, Principals	August – May	Local	PARC will be focused on recommendations and exemplars for use in staff development, training of new teachers and staff.

**Goal 4: Amarillo ISD will ensure that our teachers work in environments conducive to their growth and that they meet highly qualified standards.**

**Strategy 4.1: Recruit the strongest possible candidate pool for the district.**

**Strategy 4.2: Retain a highly qualified staff.**

**Strategy 4.3: Monitor and improve where necessary the work environments for teachers.**

**Goal 4 - Key Performance Indicators**

**Source**

- 21. The percentage of teachers who are highly qualified at the beginning of the year and at the end of the year will be within 1%. AISD system
- 22. 90% of our teachers will agree that the atmosphere of their school is basically positive and supportive.” (Q45) 2011 Reality Check Survey

**Strategy 4.1: Recruit the strongest possible candidate pool for the district.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Continue to seek and attend job fairs to increase the diversity of our staff.	Personnel Department	August – May	Local	Schedule AISD at key job fairs across the state and region.
b) Seek qualified candidates in acute shortage areas.	Personnel Department	August – May	Local	Candidates with certificates in shortage areas will be evaluated quickly and appropriate action taken.
c) Promote our PDS schools among WTAMU teacher candidates.	Director, Instructional Development	August – May	Local	A brochure including testimonials about the benefits or working in our PDS schools will be developed and distributed.

**Strategy 4.2: Retain a highly qualified staff.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) New teachers will be provide three years of sequenced training to prepare them to meet the wide variety of needs in their classrooms.	Director of Instructional Development	August – May	Local	A three year sequence of trainings will be required of each new teacher to include, ALI 1, AIMS, DI, Poverty training, TESA etc.
b) Expand online staff development.	Director, Instructional Development	August - May	Local	New training opportunities will be provided during the year.
c) Continue to enhance and develop teacher access to up-to-date technology.	ITFS, Office of Technology	August - May	Local	Analysis and report of the use of Smart boards and the need in the district.
d) Continue to use market survey information to maintain competitive salaries.	Personnel Department	August – May	Local	Salary surveys will be analyzed and compared to AISD salary structure.

**Strategy 4.3: Monitor and improve where necessary the work environments for teachers.**

CRITICAL SUCCESS FACTORS THE DISTRICT WILL:	Person(s) Responsible	Timeline Start/End	Source of Funds	Process Evaluation
a) Administer the Reality Check staff survey at the campus during each new principal's first year.	Angell	Spring 2011	Local	Surveys will be administered and results evaluated.
b) Annually, monitor the transfer requests.	Personnel Department	Spring 2012	Local	Abnormal requests for transfers will be studied to ascertain a cause.

**DEPARTMENTAL ACTION PLANS FOR IMPROVEMENT**

These programs will be developed and implemented by the appropriate staff in those areas. Annually, each program will be evaluated with the results reported to the District’s Executive Team in June of each year. At that meeting, department/program managers will also present their next year’s action plan. Before August, the A-Team will finalize the Action Plans for the next school year.

Department/Program	Person(s) Responsible	Timeline Start/End	Source of Funds	Evaluation
Accelerated Learning	Doug Loomis	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Accounting	Terri McCormick	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Athletics	Brad Thiessen	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Bilingual	Sylvia Hughes	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Career & Technology Education	LeAnn Estep	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Career and Higher Education counseling	Tracey Morman	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Community Relations <ul style="list-style-type: none"> <li>• Communications/Board Relations</li> <li>• Community Involvement/America’s Promise</li> </ul>	Susan Hoyl Holly Shelton Denise	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Curriculum-ELA	Sue Howell	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Curriculum-Math	Lynn Haden	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Curriculum-Science	Cayla Cielencki	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Curriculum-Social Studies	Devia Cearlock	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Dating Violence	Tracey Morman	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Drop-out	High School Principals	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Drug & Violence Prevention	Gary Angell	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.

Dyslexia	Sandy Worden	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Early Childhood	Cristy Wilkinson	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
ESL	Shannon Davis	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Fine Arts	Cody Myers	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Food Service	Brent Hoover	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Gifted and Talented	Maria Chrzanowski	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Instructional Development	Stacey Harris	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Maintenance	Jim Lawson	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Mentor Plan	Tammy Breitbarth	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Migrant	Teresa Kennedy	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Purchasing	Gary Elliott	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Reading Recovery	Laura Ramos	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Special Education Services	Kelly Burton	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Student Services, Discipline Management	Gary Angell	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Suicide Prevention	Tracey Morman	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Technology	Gary Allen	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.
Transportation	Ken Morris	August-July	See specific Action Plan	Final report detailing success of the action plans will be submitted to the Executive Team in June of each year.