



# JACKSONVILLE ISD

*District Improvement Plan*

*2008-2009*

*037-904*

GO Fish.....

# *J.J.S.D. Beliefs*

## *We Believe That ...*

*Every human being has inherent, equal worth.*

*Lifelong learning is necessary for continuous growth and fulfillment.*

*Every individual has the right and responsibility to develop to his/her potential.*

*Family is the primary influence in the development of the individual.*

*Spiritual faith provides meaning and purpose to life.*

*A positive attitude, self-discipline, and perseverance promote success.*

*Higher expectations challenge every individual to work toward his/her potential.*

*Honesty, trust and integrity provide for healthy relationships among people.*

*Education is a shared responsibility of the student, family, school and community..*

*The quality of education directly influences the quality of life in the community.*

*Appreciation and understanding of cultural differences enrich our community.*



# Jacksonville ISD

## *Mission*

*The mission of Jacksonville Independent School District, as a community-wide partnership with a shared sense of pride, is to ensure each student develops the educational capacity necessary to reach his or her full potential and become a contributing citizen in an ever-changing, competitive world: this is accomplished through highly-skilled, caring faculty, diverse community resources, advanced technology, and facilities that provide a positive learning environment.*

**GOAL 1: Jacksonville ISD will have an Exemplary rating by 2012.**

**OBJECTIVE 1: By the end of the 2008-2009 school year, 80% of all students in each of the subgroups will pass all portions of the state assessment. The district will meet AYP in every area measured.**

**SUMMATIVE EVALUATION: TAKS Results/PBMAS: 80% of all students pass all portions of the state tests, meet ARD expectations, and each campus and the district meet AYP.**

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
8	1. Create an environment of increased accountability for all staff: <ul style="list-style-type: none"> <li>• Lesson plans reflecting implementation of aligned curriculum</li> <li>• Administrator snapshot walk-throughs</li> <li>• Regularly scheduled department/grade level meetings</li> <li>• Special ed teachers attending all department/grade level meetings</li> </ul>	Administrators	Eduphoria	Each six weeks	At least 80% passing benchmark assessments  Administrator walk-throughs	
2,8	2. Ensure delivery of TEKS/TAKS-based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas.	Curriculum Director Administrators Teachers Instructional Strategist	Eduphoria	Weekly planning sessions	Each Six Weeks	

7,8	3. Administer benchmark assessments in core areas each six weeks. Modify assessments for students taking TAKS-Accommodated and TAKS-M.	Administrators Teachers	Instructional Strategist	Each six weeks	At least 80% passing benchmark assessments	
8	4. Utilize disaggregated data from benchmark assessments to target students not reaching expectations.	Teachers Instructional Strategists Principals		Each six weeks	5% increase in passing for targeted students.	
8	5. Administer released TAKS test prior to testing date.	Teachers Instructional Strategist		Fall, Spring	At least 80% meeting minimum expectations	
8	6. Create a learning community environment for all students: a. Strict enforcement of Code of Conduct, tardy and absentee policies b. Shared pride in all accomplishments and campus appearance. c. Increase in students enrolled in Pre-AP, AP, GT and dual enrollment classes.	Administrators Counselors Teachers		Fall Spring	5% increase in students enrolled in higher level classes  10% decrease in number of tardies from previous semester.	
8	7. Utilize SCE funds to support implementation of Title I school wide strategies.	Administrators	District SCE \$ District wide SCE \$	Each six weeks	At least 80% passing benchmark assessments	

2	8. Require TAKS-based activities in all core content classes. Target: a. Higher level and critical thinking skills b. Process skills	Administrators Teachers		Each six weeks	At least 80% passing benchmark assessments	
6,8	9. Provide staff development/supplemental materials for all faculty and staff: a. Curriculum Alignment and Sequencing b. Training: Curriculum Development Benchmarking c. Differentiating Instruction d. Instructional Leadership Training e. Accelerating Instruction f. Euphoria/Destiny g. Renaissance Learning (AR, A/M) h. SIOP strategies i. Enforcement of Code of Conduct Discipline strategies Classroom management Conflict resolution, harassment ,bullying, dating violence j. Technology k. Support for general ed teachers providing instruction for special education students: l. 3-day Institute for paraprofessionals m. Region VII Workshops	Administrators Central Office Administrators	Title I Title II Special Ed Local Funds ARI/AMI PK Grant Title III Title IV Title V Title VI	Fall, Spring	Benefits of training reflected in at least 80% passing rates on all assessments  Administrator walk-throughs	

	<ul style="list-style-type: none"> <li>n. Content-specific workshops in core academic areas</li> <li>o. Coordination/integration of "School wide" Funds (i.e., Title I, Title II Part A, Title II D)</li> </ul>					
8	10. Use disaggregated TAKS data from campus to campus to prepare for class placement and instruction.	Administrators Counselors		Summer	100% incoming freshmen appropriately scheduled	
	11. Provide additional support for students not achieving expected TEKS/TAKS mastery or at risk of failing: <ul style="list-style-type: none"> <li>a. Tutorials offered before, during and after school</li> <li>b. Individualized plan for special ed students</li> <li>c. 4-week blitz of accelerated instruction prior to TAKS testing</li> <li>d. Contact teacher for each special ed student to monitor classroom performance on 3-week intervals and facilitate appropriate intervention (s)</li> <li>e. Extended Day</li> <li>f. Web –based Programs(Plato, United Streaming)</li> <li>g. Optional Extended Year</li> <li>h. ARI/AMI Interventions</li> <li>i. At-Risk Interventions</li> <li>j. Interventions put in place by STAT (campus based team)</li> </ul>	Administrators Teachers	Title I ARI/AMI OEY Title II-D Title III Title V	Each six weeks	At least 80% targeted students meeting minimum expectations on TAKS/TAKS M.	

**GOAL 2: In Jacksonville ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.**

**OBJECTIVE 1: 100% of core academic classes will be taught by highly qualified teachers, 100 % of paraprofessional with instructional duties will meet NCLB requirements and 100% highly qualified staff will be maintained.**

**SUMMATIVE EVALUATION: 100% of core academic classes will be taught by highly qualified teachers and 100% Highly qualified staff will be maintained.**

3,9	1. Recruit and maintain high-quality, certified and highly qualified teachers.	Central Office Administrators Principals	Title I Local Funds	Fall, Spring	100% teachers highly qualified
3,9	2. Recruit and maintain high-quality, highly qualified paraprofessional staff.	Administrators	Title I Local Funds	Fall, Spring	100% paraprofessionals highly qualified
6,8	3. Provide staff development/supplemental materials for all faculty and staff: <ul style="list-style-type: none"> <li>a. Curriculum Alignment and Sequencing</li> <li>b. Training:  <ul style="list-style-type: none"> <li>Curriculum Development</li> <li>Benchmarking</li> </ul> </li> <li>c. Differentiating Instruction</li> <li>d. Instructional Leadership Training</li> <li>e. Accelerating Instruction</li> <li>f. Euphoria/Destiny</li> <li>g. Renaissance Learning (AR, A/M)</li> <li>h. SIOP strategies</li> <li>i. Enforcement of Code of Conduct  <ul style="list-style-type: none"> <li>Discipline strategies</li> <li>Classroom management</li> </ul> </li> </ul>	Administrators Central Office Administrators	Title I Title II Special Ed Local Funds ARI/AMI PK Grant Title III Title IV Title V Title VI	Fall, Spring	Benefits of training reflected in at least 80% passing rates on all assessments  Administrator walk-throughs

	<p>Conflict resolution, harassment ,bullying, dating violence</p> <ul style="list-style-type: none"><li>j. Technology</li><li>k. Support for general ed teachers providing instruction for special education students:<ul style="list-style-type: none"><li>l. 3-day Institute for special education paraprofessionals</li></ul></li><li>m. Region VII Workshops</li><li>n. Content specific workshops, updates and conferences</li><li>o. Coordination/integration of "School wide" Funds (i.e., Title I, Title II Part A, Title II D)</li><li>p. Para Institute-Highly Qualified</li><li>q. Tarleton Principal Training</li></ul>				
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**GOAL 3: The district will meet the needs of all students by providing a safe, orderly, drug-free environment.**

**OBJECTIVE 1: By the end of the 2008-2009 school year, incidents of violence, drug use and continuous and persistent misbehaviors in the school setting will not show an increase over the 2007-2008.**

**SUMMATIVE EVALUATION: No increase of inappropriate behaviors-measured by PEIMS 425 compared to 2007-2008.**

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
10	1. Follow JISD safety plan and provide training for all students and staff: <ul style="list-style-type: none"> <li>• Fire safety drills</li> <li>• Evacuation plan</li> <li>• Tornado drills</li> </ul>	Administrators Resource Officers		Each six weeks		
10	2. Provide character education: <ul style="list-style-type: none"> <li>• Integrate character education lessons into curriculum at all levels</li> <li>• Post and emphasize “trait of the month”</li> <li>• Dave curriculum</li> <li>• Building good citizens for Texas Character Education Guide</li> </ul>	Administrators Teachers Counselors	Local Funds Title IV	Each six weeks	Teacher lesson plans reflect character ed lessons. Administrator walk-throughs. Survey results	
1,10	3. Heighten student and staff awareness and enforcement of Code of Conduct: <ol style="list-style-type: none"> <li>a. Campus/classroom rules</li> <li>b. Crisis procedures</li> </ol>	Administrators Teachers Counselors	Local Funds	Each semester	At least a 3% reduction in office referrals for infractions as compared to previous semester.	
	4. Integrate human sexuality instruction into	Curriculum	Local	Each	Documentation of	

10	curriculum at all levels.	Director Counselors Administrators	Funds	semester	planned instruction in appropriate lesson plans. Administrator walk-throughs.	
1,10	5. Continue utilization of police officer/liason.	Administrators	Local Funds	Each semester	At least a 3% reduction in referrals to police officer as compared to previous semester.	
10	6. Continue utilization of random dog searches.	Administrators	Title IV	Each semester	At least a 50% reduction in incidents of found contraband.	
10	7. Provide settings for students in non-compliance with rules: a. Lunch Detention b. ISS/Smart ISS c. Saturday School d. After School Detention	Administrators		Each semester	At least a 3% reduction in referrals as compared to previous semester.	
10	8. Expect consistent enforcement of school rules by both teachers and administrators: a. Tardy Policy b. Dress Code c. Teachers visible in hallways between classes	Teachers Administrators		Each semester	At least a 3% reduction in referrals as compared to previous semester.	
10	9. Present information/assembly to address violence, drugs, use of tobacco/alcohol, suicide prevention and conflict resolution.	Teachers Counselors Resource Officer	Title IV Local Funds	Each six weeks	At least a 3% reduction in office referrals as compared to previous semester.	

10	10. Follow state plan for the Pregnancy Related Services (PRS) program which includes Counseling, School and other Health Services, Parenting Instruction, Compensatory Ed. Home Instruction, (if needed), Case management/Service Coordination.	Nurses Administration, Counselors	SCE Funds FTE's Local Funds	Each six weeks		
	11. Increase Security Equipment	Administrators	Title IV	Each semester	At least a 3% reduction in office referrals as compared to previous semester.	

**GOAL 4: Prepare students for life beyond high school, meet No Child Left Behind standards, and strive for Exemplary district rating in the Texas Accountability System by annually improving student achievement and other indicators on each campus.**

**Objective 1: Improve the district student attendance rate to 97% by May 2009.**

**SUMMATIVE EVALUATION: 97 % attendance rate for 2008-2009**

SWC #	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
1	1. Report to counselor/assistant principals/resource officer names of students with frequent absences.	Counselors Teachers		Each six weeks	All students with frequent or pattern absences reported to administration.	
10	2. Utilize services of police officer to investigate reasons for excessive absenteeism.	Administrators	SCE (previously document-ed)	Each six weeks	Investigation of 100% reported cases.	
5	3. Conduct home visits to investigate reasons for student non-attendance and/or non-enrollment.	Assistant Principals Resource Officer		Each six weeks	Home visitations to 100% referred students.	
1	4. Provide incentives for perfect attendance.	Campuses	Local	Each six weeks	At least 97% attendance rate each six weeks.	
4	5. Provide teacher training for accelerated learning and tutorial strategies.	Administrator	OEY, LEP ARI/AMI Title Funds Local	Each six weeks	At least 80% identified at-risk students meeting minimum Expectations.	

8	6. Provide individual and family counseling for high-risk students.	Administrators Counselors		Fall Spring	Documentation of availability of counseling for 100% identified students.	
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**GOAL 4: Prepare students for life beyond high school, meet No Child Left Behind standards, and strive for Exemplary district rating in the Texas Accountability System by annually improving student achievement and other indicators on each campus.**

**Objective 2: Maintain the 0% dropout rate for Grades 7-8, and increase the Completion Rate I for grades 9-12 to 95%**

**Summative Evaluation: 0% dropout rate for grades 7-8, Completion Rate I of 95% for grades 9-12.**

4	1. Provide teacher training for accelerated learning and tutorial strategies.	Administrator-	OEY, LEP ARI/AMI Title Funds Local	Each six weeks	At least 80% identified at-risk students meeting minimum Expectations.
10	2. Investigate providing both a regular and a resource summer school program to allow credit recovery.	Administrators Special Ed Supervisor		Fall Spring	Review of gathered data. Proposal for JHS.
8	3. Provide individual and family counseling for high-risk students.	Administrators Counselors		Fall Spring	Documentation of availability of counseling for 100% identified students.

**GOAL 5: The educational needs of students will be met by strengthening parent involvement on all JISD campuses.**

**OBJECTIVE 1: Involve parents in the education of their children in order to implement student performance to increase all student groups' achievements through TAKS/TELPAS mastery.**

**SUMMATIVE EVALUATION: Increase in student achievement on TAKS (See chart A, B, C, & D.)**

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
5	1. Conduct parent awareness seminars with an interpreter at each grade level: <ol style="list-style-type: none"> <li>a. Title I, School wide parent policy at open house/trainings</li> <li>b. Benefits of higher level courses</li> <li>c. TAKS standards and expectations</li> <li>d. TAKS Nights</li> <li>e. Campus to campus (Ele. to Nichols, Nichols to MS, and MS to HS)</li> </ol>	Principal Assistant Principal Counselors Administrators	Title I	Each six weeks	At least 80% meeting minimum expectations each six weeks.	
5	2. Continue family communication through district website, Channel 20, e-mail, and Grade Speed access for parents.	Principal Assistant Principals Administrators Public Relations Director Technology dept.		Each six weeks	At least 80% meeting minimum expectations each six weeks.	
5	3. Consistently include parents in site-based decision making committee meetings:	Administrators		Fall Spring		

	<ul style="list-style-type: none"> <li>a. District Educational Improvement Council</li> <li>b. Campus Improvement Councils</li> <li>c. Staff development needs</li> </ul>					
5	<ul style="list-style-type: none"> <li>4. Continue and expand Community Training Night: <ul style="list-style-type: none"> <li>a. Basic Computing Skills</li> <li>b. Conversational Spanish</li> <li>c. Computer Maintenance</li> <li>d. Internet and E-mail</li> <li>e. Excel Spreadsheet</li> <li>f. Access Database</li> <li>g. Word Processing</li> <li>h. Power Point</li> <li>i. Explore offering English for Spanish-speaking adults.</li> </ul> </li> </ul>	CATE Supervisor	CATE	Fall Spring	Informal Surveys	
1	5. Utilize campus parent coordinators to assist with parent meetings.	Administrators District Coordinator	Title I	Fall Spring	Surveys	
5	6. Utilize Title I compact/customized plan, District Parent Involvement Policy on all School wide campuses.	Administrators Teachers	Title I Local	Fall Spring	100% completion/signatures on compacts	

	<ul style="list-style-type: none"> <li>• Parent Conferences</li> <li>• Parent Volunteer Programs</li> <li>• PTO's</li> </ul>				
	7. Conduct programs after school with parents of ELL students to provide activities and strategies to improve students academics	Campus staff	Title VI	Monthly	80% passing of ELL students on benchmarks

### JISD 2007-2008 Final Scores & Goals for 2008-2009

School	Goals 2009	Area	All	Afr. Am.	His.	White	Eco-Dis.
<b>DISTRICT</b>	90	Reading/E. L. Arts	91%	88%	85%	97%	88%
	95	Writing	95%	89%	94%	97%	93%
	80	Math	81%	74%	77%	88%	78%
	80	Science	71%	57%	61%	86%	64%
	90	S. Studies	88%	84%	82%	96%	84%

#### Acceptable



Totals

<b>East Side</b>	Reading	94%	86%	90%	98%	90%
	Math	84%	62%	83%	91%	79%
<b>Recognized</b>	Writing	95%	85%	96%	96%	92%



Totals

<b>West Side</b>	Reading	94%	95%	90%	98%	92%
	Math	94%	91%	95%	92%	94%
<b>Exemplary</b>	Writing	99%	93%	100%	100%	99%



Totals

<b>Fred Douglass</b>	Reading	93%	97%	91%	95%	91%
	Math	89%	93%	86%	89%	86%
<b>Recognized</b>	Writing	95%	92%	91%	100%	93%



Totals

<b>Joe Wright</b>		Reading	83%	75%	78%	98%	81%
		Math	82%	74%	81%	92%	81%
<b>Recognized</b>		Writing	88%	90%	85%	88%	89%

<b>Nichols</b>	Totals	Reading	94%	94%	91%	99%	93%
		Math	93%	94%	89%	96%	91%
<b>Recognized</b>		Science	85%	77%	78%	97%	81%

<b>JMS</b>	Totals	Reading	91%	85%	87%	98%	87%
		Math	85%	78%	82%	90%	81%
		Writing	96%	89%	95%	99%	95%
		S. Studies	91%	95%	86%	94%	88%
<b>Acceptable</b>		Science	69%	56%	60%	83%	59%

	Totals						
<b>JHS</b>		Reading/E. L. Arts	88%	89%	79%	96%	84%
		Math	65%	58%	52%	79%	56%
		S. Studies	88%	82%	79%	97%	82%
<b>Acceptable</b>		Science	64%	48%	50%	84%	53%

	Totals						
		Reading/E. L. Arts	students	5/12			
		Writing	students	0/1			
<b>COMPASS Grades 3-11</b>		Math	students	2/12			
		Science	students	2/9			
		S. Studies	students	5/9			
<b>Acceptable</b>		<b>Total tests passing</b>		<b>14/43</b>			

This campus is on a different standard/ They must pass 45% of tests given.

**2007-2008 AYP READING SCORES**

Reading	All areas must be 60.1% (70% for AEIS STATE)	All	Af. Am.	His.	White	Eco. Dis.	Sp. Ed.	LEP	does not meet size requirement			Meets AYP
<b>District</b>	86%	83%	81%	94%	83%	53%	74%	127/238	445/603			<b>No</b>
<b>East Side</b>	92%	83%	85%	98%	87%	50%	85%	4/8	40/47			<b>Meets AYP</b>
<b>West Side</b>	88%	92%	84%	92%	86%	36%	81%	5/14	65/80			<b>Meets AYP</b>
<b>Joe Wright</b>	77%	72%	71%	91%	75%	42%	67%	8/19	45/67			<b>Meets AYP</b>
<b>Fred Douglass</b>	89%	94%	88%	88%	88%	50%	86%	10/20	63/73			<b>Meets AYP</b>







<b>Attendance Rate</b>	Six weeks	Six weeks	Six weeks	Six weeks	Six weeks	Six weeks	Six weeks	Year
<b>Campus</b>	1st	2nd	3rd	4th	5th	6th	Total	
<b>High School</b>	95.3	94.3	94.5	93.6	94.5	94.9	94.5	03-04
	95.4	94.3	94.6	91.3	92	91.9	93.25	04-05
	94.4	92.8	93.3	91.4	92.2	92.9	92.8	05-06
							93	06-07
							92.4	07-08
<b>Middle School</b>	97.2	95	94.8	95.3	95.5	95	95.4	03-04
	97.3	95.6	95.2	93.5	95.3	95.2	95.35	04-05
	97.1	94.6	94.3	94.4	93.9	93.1	94.5	05-06
							95	06-07
							95.4	07-08
<b>Nichols</b>	97.4	96.4	95.5	96.3	96.5	96.3	96.4	03-04
	97.5	96.5	96.3	94.6	95.9	96	96.1	04-05
	97.5	95.8	95.5	95.6	95.6	94.5	95.7	05-06
							96.3	06-07
							96.4	07-08
<b>Compass Center</b>	86.5	85.5	84.7	84.3	85.5	81.5	84.6	03-04
	86.1	85.6	84.1	83.3	83.9	84.4	84.5	04-05
	87.1	83.3	83.3	83.3	83.8	82.2	83.6	05-06
							84.5	06-07
							85.1	07-08
<b>East Side</b>	97.2	96.3	94.4	95.4	96.6	96.3	96	03-04
	97.2	95.9	94.9	94.3	94.6	95.5	95.4	04-05
	97.3	96.3	95.2	95.5	94.4	95.4	95.6	05-06
							95.5	06-07
							95.8	07-08
<b>Fred Douglass</b>	96.8	95.8	94.6	95.6	96.2	95.7	95.7	03-04
	96.3	96	94.8	94.4	94.7	95.6	95.3	04-05
	96.9	95.4	95.3	94.9	94.4	95.1	95.3	05-06
							95.7	06-07
							95.6	07-08
<b>West Side</b>	97.3	96.7	94.7	95.6	96.6	96.4	96.2	03-04
	97.3	96.2	96	94.2	95.3	95.6	95.7	04-05
	96.9	96.8	95.7	96.2	95.6	94.5	95.9	05-06
							95.8	06-07
							96	07-08

<b>Joe Wright</b>	97.2	96.5	95.2	96.3	96.7	96.1	96.3	03-04
	97.2	96	94.5	93.8	94.6	95.6	95.2	04-05
	97.1	96.3	95.3	95.6	96	94.6	95.8	05-06
							95.5	06-07
							96	07-08
<b>District</b>							94.4	03-04
							93.8	04-05
	96.3	94.8	94.5	94.2	94	93.9	94.5	05-06
	96.4	95.6	94.5	93.4	94.3	94.8	94.8	06-07
							94.9	07-08

Comprehensive Needs Assessment for Jacksonville ISD  
TITLE I SCHOOLWIDE COMPONENT 1

The following sources provided data for the comprehensive needs assessment and this plan:

Longitudinal AEIS data

TAKS, PBMAS, AYP, TELPAS, ACT/SAT, etc testing data

Program evaluations

Longitudinal academic performance information from AEIS REPORTING

Longitudinal AYP data

Staffing Needs/Enrollment patterns

Professional/Paraprofessional training needs

Formative assessment data/Benchmark data

Discipline data

PEIMS Data

Pass/ Fail data

Stakeholder surveys

Informal Evaluations ( ex. Teacher Observations, etc)

The in-depth review and disaggregation of data by the District Improvement Council led to the development of the goals, objectives and strategies reflected in this district plan of action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Local monies, Title I, Title IIA, Title IID, Title III, Title IV, Title V, Title VI, Special Education Funds, State Compensatory Education Funds, Career and Technology Education Funds, High School Allotment Funds, Optional Extended Day/Year Funds and ARI/AMI Grant Funds.

Findings at the end of 2007-2008 school year:

One Exemplary Campus – West Side Elementary

Four “Recognized Campuses” –Fred Douglass Elem., Joe Wright Elem., East Side Elem., and Nichols Intermediate

All campuses in JISD are “School wide” Title I campuses.

The district did not meet AYP requirements for 2007-2008.

Nichols Intermediate met AYP for the 2007-2008 year, but remains for Stage 1, Year 2 until the late release of AYP results on October 8, 2008.

Middle School met state requirements in all areas.

High School math/science scores need improvement.

High School did not meet AYP, due to math scores in three sub-groups (African American, Hispanic, and Economically Disadvantaged)

Compass Center did meet AYP. (graduation rate)

Parent Involvement needs to be a focus for all campuses.

Continue to improve communication between home and school.

Math/ Science will be the target areas for the district.

District continues to work and retain “Highly Qualified” Teaching Staff.

Student attendance increased from 94.8% to 94.9% district wide.