

Turkey-Quitaque Independent School District

District Improvement Plan

2022-2023

Accountability Rating: A

Distinction Designations:
Postsecondary Readiness



Mission Statement

The mission of TQISD is to foster learning for all students by providing a safe and respectful educational environment, rigorous curriculum, meaningful instruction, and highly qualified teachers.

Vision

The vision of TQISD is to create a learner-centered environment that prepares students to become independent, contributing citizens with the desire, dedication, and discipline to become lifelong learners in an ever changing world.

Plan Location/Language Availability

The following belief statements represent the fundamental convictions, values, and character of Turkey-Quitauque ISD, and will be reflected through our behaviors and district improvement efforts.

- We believe that every student can learn regardless of gender, ethnicity, and socioeconomic status.
- We believe that schools should provide a safe, secure, and well-disciplined learning environment.
- We believe that educators hold the key to student success and thus are committed to having high expectations for ourselves in providing leadership and support to realize the vision.
- We believe in promoting community service, individual worth, and respect for the cultural diversities and contributions of others.
- We believe that students must be taught "how to learn," and challenged to think logically, independently, and creatively so that they can live and work in a world that is rapidly changing.
- We believe in promoting partnerships that will increase community support and parental participation in promoting the social, emotional, and academic growth of children.
- We believe that communication is a vital part of student success.
- We believe our actions should be visionary and proactive in purpose through personnel, parents, students, and programs.
- We believe in managing our resources in a manner that will foster equity, quality, and accountability.

So that...Student Performance will be enhanced!

The Plan is located in the District Administrative office and is available in English and Spanish on website and translation upon request.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students can reach their maximum potential.	14
Goal 2: Parents and Community will be partners in education.	18
Goal 3: Technology will be integrated into instructional, administrative, and community programs.	20
Goal 4: Valley will recruit, retain and develop excellent, creative, educators to maximize student achievement.	21
Goal 5: The district will ensure a safe environment conducive to student learning.	24
State Compensatory	28
Budget for District Improvement Plan	29
Personnel for District Improvement Plan	29
Title I Personnel	29
Plan Notes	30
District Improvement & Planning Committee	31
District Funding Summary	32
Policies, Procedures, and Requirements	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Valley ISD is located halfway between Turkey, TX and Quitaque, TX. We are an EE-12 campus.

The district currently serves 193 students (according to TEASRC 2021-2022). Of the 193 students, 66.7% are White, 30.8% are Hispanic, 1% is African American, and 2.9% are other races. The current Economically Disadvantaged group is 56.9% (2021-2022). The English Language Learner makes up 6.2% of the school. Special Education is at 11.3%

Special Populations:

English Learners 6% (has remained between 4.76% to 6.09% for the last 7 years)

Economically disadvantaged- 56.9% (60% in 2021-2022) (59.28% in 2018-2019)

SPED-11.3% (increase over last 4 years-9.5% in 2018-2019, 8% in 2017-2018, 4% in 2016-2017)

GT-3.57% (has remained between 3.57-6% for past 7 years)

Dyslexia-5.5% (has remained constant)

At-Risk-40.5% has remained consistent over last 2 years)

Homeless-0% (one student identified in last 7 years)

Foster Care-0% (0-4 students identified in last 7 years)

Migrant 0% (0-4 students identified in last 7 years)

CTE- 48.5%

Military Connected-0%

Section 504-7%

Of the 29.6 full time employees, (according to the 2021-2022 TEASRC) 53.3% are White, 15.4% are African American, 22.2% are Hispanic, and 28% other races. In the 2021-2022

school year, 31.3% of teachers have 21-30 years of experience, 25.7% have 11-20 years of experience, 21.7% have 1-5 years experience and 8.7% have 30 plus years of experience. The average teacher salary is \$49,517. The number of teachers to the number of students is 8.5.

ELA teachers are ESL certified

Turnover rate of teachers: 9.4% (State 16.5 %)

Attendance Rates-

2021-2022-94.04%

2016-2017-96.6%

2015-2016-97%

Equity Plan

The Equity plan was reviewed this year and submitted to TEA. The Equity Plan data examines the gap between students of color, low-income and economically disadvantaged students compared to white students and non-economically disadvantaged students during the past years. Turkey-Quitque ISD was identified as having a greater than 10% gap between Hispanic students and white students and economically disadvantaged students and non-economically disadvantaged students during the 2016-2017 and 2017-2018 school years. The gap was not present during the 2018-2019 school year. The district recieved TAPR data to identify the root causes for the gaps in student growth and developed strategies and an action plan to close the growth gaps.

Demographics Strengths

Overall, the demographics for the student population and teacher population have remained constant. We have decreased in enrollment by about 10 kids since 2021. Over the past 10 years, the community has increased the cultural diversity of the families served by Valley School District.

The student to teacher ratio is 1 to 8.5.

The number of teachers who have 11 or more years experience is 65.7%.

Experienced campus leadership.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Academic and other support for increasing special education, economically disadvantaged, and At-risk student population.

Student Learning

Student Learning Summary

Valley School earned an A rating for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military. Overall, the school received a 94. In student achievement, the school received a 96. The grade for school progress was a 93 and closing the gaps an 88. The school received distinctions in mathematics, social studies, post-secondary readiness, science, and comparative closing the gaps.

The STAAR results for 2022 or as follows.

STAAR	Approaches	Meets	Masters
3rd grade Reading	90%	60%	30%
3rd grade Math	70%	40%	20%
4th grade Reading	81%	45%	27%
4th grade Math	81%	63%	27%

	Approaches	Meets	Masters
5th grade Reading	92%	67%	17%
5th grade Math	100%	75%	42%
5th grade Science	75%	33%	0%

	Approaches	Meets	Masters
6th grade Reading	100%	69%	46%
6th grade Math	92%	46%	15%
7th grade Reading	92%	50%	42%
7th grade Math	84%	34%	17%

	Approaches	Meets	Masters
8th grade Reading	92%	53%	23%
8th grade Math	76%	53%	15%
8th grade Science	92%	36%	15%
8th grade Social Studies	38%	28%	0%

	Approaches	Meets	Masters
English I	91%	82%	18%
English II	95%	89%	32%
Algebra I	91%	64%	55%
Biology	100%	91%	48%
US History	100%	84%	53%

The accountability ratings summary for 2021-2022 looks as follows:

	2021-2022	2018-2019
Student Achievement	96	94
Staar Performance	90	85
College, Career and Military Readiness	99	100
Graduation Rate	100	100
School Progress	93	94
Academic Growth	80	63
Relative Performance	93	91
Closing the Gaps	88	100

Valley continues to make progress in many ways, but we need to continue to focus on academic growth and closing the gaps.

Performance Based Monitoring Analysis System:

Performance Based Monitoring System:

The district did receive designation recognition from TEA in Academic Achievement in Science, Academic Achievement in Math, Science, Social Studies, post secondary readiness and top 25% comparative closing the gaps. Staar participation rates for the district were 100% including ESL, Sped, Economically disadvantaged, and ethnic groups.

At the All Grade Levels, All subjects, the district outperforms the region and state scores at the approaches grade level, meets grade level and masters in all core subjects.

College, Career and Military Readiness:

The data for College, Career and military Readiness shows the district did receive designation for Post Secondary Readiness. The percentage of students completing a college level dual credit course was 60%. Students that score at or above the college level on SAT/ACT was 41.7%. Completed Coherent Sequence of Career and Technical Education aligned to an industry-recognized certification was 40% an increase from 6.3%. The district offers technology certifications, agricultural and food service certifications to secondary students.

Graduation rate score has been 100% for the past four years and the district dropout rate is 0%. TSI criteria graduates were below the state rates at 37.5% for ELA and 31.1% Math in 2016.

For the class of 2017-2018 data in ACT scores, the district score was 21.6 compared to the State score of 20.6. In ELA, the district score was 21.1 (State 20.3), Math was 22.1 (State 20.6) and Science was 21.3% (State 20.9)

State Compensatory Education Summary:

Dropout prevention is important to every school district and with our 0% dropout rate compared to the state average, we feel secure in our current practices that are in place to increase retention rates and student success until graduation. The district has 40.5% of its total student population showing one or more at risk criteria during the 2019-2020 school year. The district uses the Texas Education Code section 29.081 for identifying students at-risk of dropping out of school. The majority of our at-risk students meet criteria for:

- If the student is in grade 7, 8, 9, 10, 11 or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during the semester in the preceding or current school year or is not maintaining such an average in 2 or more subjects in the foundation curriculum in the current semester;
- Did not perform satisfactorily on an assessment administered to the student under Sub-chapter B, Chapter 39, and who has not in previous or current school year subsequently performed on that instrument or another appropriate instrument at the level equal to at least 110% of the level of satisfactory performance on that instrument.

Activities through the State Compensatory Education and Title I, Part A guidelines are efforts to continuing early interventions for students struggling academically. Interventions include tutorials and counselor services. Monitoring and tracking of the At-risk student group is conducted by the district administration and counseling staff.

Student Learning Strengths

According to the TEA-TSRC, academic strengths include achievement in mathematics, science, social studies, post secondary readiness, and top 25% in comparative closing the gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Academic achievement improvement identified for Social Studies 5-8 grades to exit

Problem Statement 2: Academic achievement to support foundational reading skills in grades k-2

District Processes & Programs

District Processes & Programs Summary

Valley School uses a strong curriculum management system, TEKS Resource System, for all core subjects. Subject areas and grade level teams develop instructional strategies and plans are targeted for each student group. Teachers are encouraged to use the system in order to assist them in teaching at increasing levels of rigor and depth in their instruction. Teachers continue to work on interventions to bridge the achievement gap for all students. Professional development opportunities are offered to teachers through the Instructional Support contract with Region 16.

Discipline referrals are minimal with five referrals in 2018-2019 and __ in 2021-2022 and all related to violation to code of conduct.

Technology support is available at the school to support teachers and students. Facilities maintenance is on on-going review.

District Processes & Programs Strengths

Strong effective curriculum management system in place

strong, experienced educators

technology integrated into the classroom

WI-fi connectivity throughout the building

Special Education personnel coordinate support needed for the students in many different learning environments

Minimal disciplinary referrals

well maintained, clean building

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Professional development must be pursued to ensure best practices in each classroom. **Root Cause:** Best practices in public education is ever changing.

Problem Statement 2: Upgrades/upgrades to building maintenance and technology **Root Cause:** Technology changes and age of school properties

Problem Statement 3: Continue to increase teacher familiarity with use of TEKS resource

Perceptions

Perceptions Summary

Valley School is a small, rural school and the personnel is intentional about developing positive, productive, and caring relationships among the staff, students, parents, businesses, service organizations and community leaders.

Our front office personnel are professional and friendly offering assistance to parents, community members, and staff. There is a strong, cohesive climate among staff members and a there are high expectations for students and staff. The staff and students feel safe and supported in the school environment, through various safety drills to prepare for an emergency event.

Our community is extremely supportive and involved. Events such as open houses, conferences, parent meetings lead to large turnouts of staff, parents, and community members.

Our school offers students multiple opportunities to be involved in extracurricular activities. Parents and families are always welcomed in and encouraged to communicate with district administration and staff on any issues that may arise. Being a rural school, administration and staff have the opportunity to become familiar with individual students and families. Valley School administration worked intentionally to build strong partnerships with parents, business members and community members. Parents feel comfortable communicating directly with school administration. The informal feedback received from parents and families to school administration, staff and site-based decision making committee is much and valuable. We have developed and will continue to develop additional surveys to gain further information from parents and family members.

Perceptions Strengths

Strong parent and community support

Strong, supportive climate among staff members

School personnel uphold and model high expectations for student success

Events aimed at parent involvement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Encourage more parents/community members to volunteer at the school **Root Cause:** Form more parent/community member partnerships

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Homeless data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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: Meet the educational needs of every student by continually supporting teaching and learning so all students can reach their maximum potential.

Performance Objective 1: Increase the percentage of students achieving Meets Grade Level on STAAR ELAR by 2 percentage points in 2023.

High Priority

Evaluation Data Sources: STAAR Results, Benchmark Results

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be provided with a high quality education. Strategy's Expected Result/Impact: Improvement of instructional skills needed to deliver effective instruction. Increase in the level of difficulty and rigor Staff Responsible for Monitoring: administration, teachers Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure LEP students are not over-represented in special education or under represented in GT. Strategy's Expected Result/Impact: increased student success for LEP students Staff Responsible for Monitoring: principal Funding Sources: - Title III, Part A ELA, - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to recruit and retain effective, certified ESL staff, including minorities. Strategy's Expected Result/Impact: Fully certified staff Staff Responsible for Monitoring: principal Funding Sources: - CTE Perkins</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Address areas of PBM Risk Levels which are: Title I, Part A STAAR 3-8 Social Studies and focus on ESL 3-8 STAAR Reading, Science, and Social Studies and ELA and SPED STAAR 3-8 EOC Social Studies and ELA.</p> <p>Strategy's Expected Result/Impact: Increase performance on STAAR assessment in these areas</p> <p>Staff Responsible for Monitoring: Superintendent and Special Education head</p> <p>Equity Plan</p> <p>Funding Sources: - Local, - CTE Perkins</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students can reach their maximum potential.

Performance Objective 2: By the end of the school year, 91% of the students in subgroups in grades 3-Exit will pass all portions of the state assessment measure and continue to meet accountability standards.

Evaluation Data Sources: A-F Accountability Report, STAAR, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Student knowledge will be assessed bi-annually. Strategy's Expected Result/Impact: increased performance on state testing, provides valuable information to teachers Staff Responsible for Monitoring: teacher, principal Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students not exhibiting mastery of objective will receive immediate and intensive remediation through interventionist and inclusion services Strategy's Expected Result/Impact: Improvement in student's academic achievement with intensive remediation services. Staff Responsible for Monitoring: teachers, instructional aides Funding Sources: - Title I, Part A, - Local, - Title II, Part A, - Title IV, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure smooth transition for all students from primary grades to high school and post-secondary. Strategy's Expected Result/Impact: Students will experience smooth transitions between PK to K to elementary to jr. high to high school to college Staff Responsible for Monitoring: principal, counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Inclusion Strategies will be employed. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: principal, diagnosticians, counselor, teacher Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: District will provide a strong curriculum foundation for all core subjects. Strategy's Expected Result/Impact: Curriculum aligned with TEKS Staff Responsible for Monitoring: Superintendent, principal, teachers Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Subject area and grade level teams will develop instructional strategies and attack plan for each targeted student group. Strategy's Expected Result/Impact: Improved grades/scores for student groups Staff Responsible for Monitoring: principal, teachers Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Utilize computer assisted instruction to assist students. Strategy's Expected Result/Impact: Improved academic success Staff Responsible for Monitoring: teachers, aides Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Parent conferences will be offered to address the needs of students not mastering objectives. Strategy's Expected Result/Impact: Improvement of student's academic performance Staff Responsible for Monitoring: teachers, principal, counselor Funding Sources: - Local, - SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Study guides will be available to the parents of students who fail to master one or more portions of the State Assessment Measure. Strategy's Expected Result/Impact: Improvement of students academic achievement Staff Responsible for Monitoring: principal, counselor Funding Sources: - SCE, - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will receive staff development on learning styles and differentiated instruction, subgroup focus and curriculum development, assessment and remediation techniques</p> <p>Strategy's Expected Result/Impact: Improved instructional practices will improve student learning</p> <p>Staff Responsible for Monitoring: principal</p> <p>Funding Sources: - Title I, Part A, - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: By the end of the year, 100% of CTE students will be provided adequate services to meet their special needs.</p> <p>Strategy's Expected Result/Impact: Certificates of completion and training in specialized fields</p> <p>Staff Responsible for Monitoring: Principal, CTE teachers</p> <p>Funding Sources: - CTE Perkins</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Parents and Community will be partners in education.





Performance Objective 1: By May 2023, at least 85% of all parents and family members will participate in at least one school sponsored academic activity for /with their children.

High Priority

HB3 Goal

Evaluation Data Sources: parent sign in sheets





Strategy 1 Details	Reviews			
Strategy 1: Provide a variety of communication methods to keep parents/guardians informed of school programs and activities. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: principal, staff Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Involve parents/guardians in the Parent and Family Engagement written policy and evaluation. Strategy's Expected Result/Impact: Documentation of parents and family involvement Staff Responsible for Monitoring: principal, SBDM committee Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide bilingual staff/interpreters to translate for LEP parents/guardians upon identified need and or request. Strategy's Expected Result/Impact: Increased parent and family involvement in the SBDM committee policy and evaluation process Staff Responsible for Monitoring: superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Invite parents to participate in school and volunteer work and serving on school committees. Strategy's Expected Result/Impact: Increase in involvement Staff Responsible for Monitoring: staff, principal Funding Sources: - Local, - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Offer programs and activities that build parent and family capacity to support their student's academic achievement and success.</p> <p>Strategy's Expected Result/Impact: increased involvement</p> <p>Staff Responsible for Monitoring: teachers, principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide information to students and parents on financial aid and scholarships. Guide students in accessing College Board resources.</p> <p>Strategy's Expected Result/Impact: Students and parents will be informed on college resources</p> <p>Staff Responsible for Monitoring: counselor</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Technology will be integrated into instructional, administrative, and community programs.

Performance Objective 1: Technology integration will be an annual focus for both the district and campus improvement committees each year.





Evaluation Data Sources: CNA, Testing Calendar

Strategy 1 Details	Reviews			
Strategy 1: The technology director and campus technology staff will provide training and technical assistance to the staff. Strategy's Expected Result/Impact: Increased technology in lessons which will increase engagement Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of an integrated technology plan. Strategy's Expected Result/Impact: More technology utilized in the classroom	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide the following training to appropriate staff: aware training, TEKS resource system, curriculum mapping, develop testing calendars Strategy's Expected Result/Impact: More training to prepare students Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Valley will recruit, retain and develop excellent, creative, educators to maximize student achievement.

Performance Objective 1: Maintain the percentage of core academic subject area classes taught by effective, certified teachers on high poverty campus to meet District of Innovation Plan





Evaluation Data Sources: DOI Plan, Equity Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan staff development activities for identifying, assessing needs, planning, modifying, tutor/remediation and serving student needs.</p> <p>Strategy's Expected Result/Impact: Higher student performance, easier planning for teachers</p> <p>Staff Responsible for Monitoring: staff, principal, superintendent</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out of field, or non-certified teachers at a rate below state average.</p> <p>Strategy's Expected Result/Impact: Equity gap will remain low</p> <p>Staff Responsible for Monitoring: superintendent, principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Valley will recruit, retain and develop excellent, creative, educators to maximize student achievement.

Performance Objective 2: Increase the percentage of teachers receiving high quality professional development on campus to remain 100%





Evaluation Data Sources: Teacher Survey, STAAR data, needs assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan professional development based on campus needs, STAAR data, and special program needs.</p> <p>Strategy's Expected Result/Impact: Targeted staff development will increase student performance</p> <p>Staff Responsible for Monitoring: Superintendent, principal</p> <p>Funding Sources: - IDEA-B Formula</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Valley will recruit, retain and develop excellent, creative, educators to maximize student achievement.

Performance Objective 3: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out of field, or non certified teachers at a rate below the state average.

Evaluation Data Sources: Equity data plan, Equity survey





Strategy 1 Details	Reviews			
<p>Strategy 1: Assess equity gap data to develop equity plan. Strategy's Expected Result/Impact: Equity gap will be less than state average Staff Responsible for Monitoring: superintendent Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The district will ensure a safe environment conducive to student learning.

Performance Objective 1: The district will implement programs to improve behavior, decision making skills and self esteem within the school year.

Evaluation Data Sources: discipline referrals





Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule outside presenters to inform and motivate students. Strategy's Expected Result/Impact: enhanced student performance, reduced discipline referrals Staff Responsible for Monitoring: principal, counselor Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will be trained in Crisis Prevention Techniques and other mandatory staff training sessions to include appropriate intervention during the crisis situation, conflict resolution, violence prevention and intervention, suicide prevention, harassment and bullying, dating violence(6th and up) and discipline management. Strategy's Expected Result/Impact: Staff will be better prepared during crisis situations which creates a safer work place Staff Responsible for Monitoring: Superintendent, counselor, principal Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement consistent disciplinary strategies using an escalating consequence system. Strategy's Expected Result/Impact: Fewer disciplinary referrals Staff Responsible for Monitoring: principal Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Obtain, record, and monitor grades that long term DAEP students are receiving from campus teachers while students are attending DAEP</p> <p>Strategy's Expected Result/Impact: Students grades are assessed. Principal will contact campus teachers if grades are failing. DAEP teacher will then use the grade information to target instruction with individual students. Frequent monitoring</p> <p>Staff Responsible for Monitoring: principal</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: District will participate in shared service arrangement for DAEP services who will be responsible for the performance of the DAEP students including services, attendance rates, assessment results, dropout rates, graduation rates and recidivism rates.</p> <p>Strategy's Expected Result/Impact: Better communication which leads to better student achievement</p> <p>Staff Responsible for Monitoring: principal</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: The district will ensure a safe environment conducive to student learning.

Performance Objective 2: All campuses will annually review and implement the district's student code of conduct.

Evaluation Data Sources: SBDM Committee meeting minutes

Strategy 1 Details	Reviews			
Strategy 1: Maintain health advisory committee to review health curriculum and provide input. Strategy's Expected Result/Impact: Better understanding Staff Responsible for Monitoring: principal, SBDM committee Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The district will ensure a safe environment conducive to student learning.

Performance Objective 3: The district will implement security measures to maintain safety of students and faculty during the school year.

Evaluation Data Sources: Improved safety and security

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$86,820.00

Total FTEs Funded by SCE: 2.75

Brief Description of SCE Services and/or Programs

Early intervention is critical in identifying students who are at-risk. We have interventionist and aids who help identify and meet needs of students who are at risk.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Smith	teacher, dyslexia, tutor	0.25
Jeremy Taylor	teacher/tutor	0.5
Lindsey Elliott	instructional aid	1
Rosie Villareal	instructional aid	0.5
Sylvia Castillo	instructional aid	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delane Brown	interventionist	Title I	

Plan Notes

The committee agrees that we should focus on improved reading scores, parent involvement, and helping prepare for online testing. Even though the school has made remarkable progress in the area of safety, we all agree to continue working on this area.

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	Jackie Jenkins	Superintendent
Administrator	Brandon Smith	principal
Classroom Teacher	Leah Meyer	teacher
Classroom Teacher	Jeremy Taylor	High School teacher
Business Representative	Paula Phillips	Business rep
Parent	Sandy Tucker	parent
Parent	Mandy Thompson	parent

District Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	10			\$0.00
2	1	4			\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	6			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	3	1			\$0.00
5	1	1			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
CTE Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	2	11			\$0.00
Sub-Total					\$0.00
Title III, Part A ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$0.00
1	2	9			\$0.00
Sub-Total					\$0.00

IDEA-B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention			Jackie Jenkins	9/28/2022
Coordinated Health Program			Jackie Jenkins	9/28/2022
Disciplinary Alternative Education Program (DAEP)			Jackie Jenkins	9/28/2022
Decision-Making and Planning Policy Evaluation			Jackie Jenkins	9/28/2022
Dropout Prevention			Jackie Jenkins	9/28/2022
Dyslexia Treatment Program			Jackie Jenkins	9/28/2022
Title I, Part C Migrant			Jackie Jenkins	9/28/2022
Pregnancy Related Services			Jackie Jenkins	9/28/2022
Post-Secondary Preparedness			Jackie Jenkins	9/28/2022
Recruiting Teachers and Paraprofessionals			Jackie Jenkins	9/28/2022
Child Abuse and Neglect			Jackie Jenkins	9/28/2022
Student Welfare: Crisis Intervention Programs and Training			Jackie Jenkins	9/28/2022
Student Welfare: Discipline/Conflict/Violence Management			Jackie Jenkins	9/28/2022
Texas Behavior Support Initiative (TBSI)			Jackie Jenkins	9/28/2022
Technology Integration			Jackie Jenkins	9/28/2022
Job Description for Peace Officers, Resource Officers & Security Personnel			Jackie Jenkins	9/28/2022