

2012-2013 District Improvement Plan

***DISTRICT ADVISORY TEAM***

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| **Administrative Staff**Troy Duck; WISD Superintendent | **Professional Staff**Jenny Boydston, Beth Altman, Samantha Spiva, Holly Spiva, Vicki Peterson, Arnetta Ball, Tonya Martin, Jill Elliott, Michelle Gruhlkey, Kelly Schroeder, Heather Fuentes | **Non-Teaching Professional Staff**Michelle Fithen, Lori Gouldy, Jennifer Duck |
| **Community Members**Rojanna Luster | **Business Owners**Clay Crist | **Parents**Michelle Paetzold, Tiffany Blount |

**WILDORADO DISTRICT ADVISORY COMMITTEE [DAC] MISSION**

The WISD District Advisory Team provides a plan for a safe and appropriate educational process by setting short and long range goals attainable by ALL students, parents, faculty, staff, and administration within the Wildorado Independent School District.

WILDORADO INDEPENDENT SCHOOL DISTRICT

 **IMPROVEMENT PLAN**

**2012-2013**

**GOAL #1**. **All Wildorado ISD students will be academically successful.**

Student achievement will continue to improve each year as measured by the annual Academic Excellence Indicator System (A.E.I.S.) report.

(By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics). No Child Left Behind Act of 2001. (NCLBA)

**OBJECTIVE A.** Ninety-five percent of District students (all students and each student group) taking STAAR will pass each subject area of the test.

## SUMMATIVE EVALUATIONS: STAAR, AEIS

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| **STRATEGY** | TIME LINE | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 1. The campus will submit a campus improvement plan detailing the campus' efforts to reach the 95% standard. The plan will specify strategies, timelines, person(s) responsible, resources needed, and the evaluation for each strategy indicated. Campus plans will utilize the same terminology as those included in the District Improvement Plan.1. The District will provide support in achieving the goal to improve academic performance.
 | August 2012-January 2013Each Semester  | Campus PrincipalSuperintendent | Campus Improvement Team. Campus STAAR results from previous year. AEIS report, School Report Cards.Regional Educational Service Center, workshops and materials to improve STAAR scores. Federal Funds: Title I, Part A - Improving Basic Programs - Title II, Part A - Teacher and Principal Training and Recruiting Fund; State Funds: Foundation; Local funds  | Approval by Board of Trustees. School Report Cards, benchmarks.Report cardsBenchmarksProgress reports |

 **APPROVED by Wildorado ISD Board January 10, 2013**

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## SUMMATIVE EVALUATIONS: STAAR, AEIS

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| **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES** **NEEDED** | **FORMATIVE****EVALUATION** |
| 3. The campus will provide  resources to assist teachers with the instruction appropriate to allow students to successfully pass the STAAR.4. Information concerning students' preparation and performance on the annual STAAR will be communi­cated to all parents.1. The Academic Excellence Indicator System will be analyzed to determine weaknesses in the curriculum.

6. Campus Report Cards will be analyzed to determine weaknesses in the curriculum.7. All campuses will offer tutorials for at-risk students.8. Accelerated Reader/Accelerated Math/Learning.com | August - MaySpring Semester 2013September 1- November 30SpringEach SemesterAugust-May | Campus PrincipalCampus PrincipalSuperintendentCampus PrincipalPrincipal/Classroom TeachersClassroom Teachers/Librarian | Local, state, federal funds (Title I, II, IV) ESC consultants, supplies and materials.Student records, counselor and teaching staff, letters, notes or public meetings.AEIS Report, disaggregated data, previous years’ reports.Campus Report CardsState Comp. Ed. Funds; Teaching Staff EMAT Funds | Progress reportsSchool report cardAEIS-IT materialsPercent of students' parents contacted.Phone logs, documented parent contactsAEIS ReportImprovement in campus ratingTeacher feedback, progress reports, report cards, benchmarksTeacher feedback, student grades, progress reports, benchmarks. |

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 (By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics). No Child Left Behind Act of 2001. (NCLBA)

**OBJECTIVE A.** Ninety-five percent of District students (all students and each student group) taking STAAR/STAAR will pass each subject area of the test.

## SUMMATIVE EVALUATIONS: STAAR, AEIS

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| **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 9. A pre kindergarten program will be provided for all students.10. A full day kindergarten program will be provided to all students who are 5 years of age as of September 1.11. Review district's dyslexia plan.12. Review results of the Special  Education PBMAS13. Revise and update District Technology Plan.14. Campus will have at least one staff member trained in Wilson available to serve dyslexic students. | Each SemesterEach SemesterBeginning of each SemesterOct 2012 Fall Semester No later than end of fall |  Principal SuperintendentDyslexia Coordinator(Principal)Superintendent Superintendent Dyslexia Coordinator- Principal | Certified pre-k teacher, students, classroom, supplies and materials, State Foundation Funds. Local District Funds.Campus Principal, State Foundation Funds. Local Funds.Current State rules for Dyslexia Plan, ESC, and consultants.PBMAS Report, Campus Principals, ESC 16.Cathy MortonCurrent State rules for Dyslexia Plan, ESC, and consultants | Principal's Program Evaluation.Progress reportsNumber of students enrolledProgram OperationProgress reportsNumber of students enrolledCoordinator confirms that theplan meets all State requirements.TEA PBMAS ReportApproval of Technology Plan by TEAPrincipal confirms that the plan meets all State requirements.  |

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 (By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics). No Child Left Behind Act of 2001. (NCLBA)

**OBJECTIVE B.** The annual average daily attendance rate (A.D.A.) for the District will meet or exceed 9**5**%.

## SUMMATIVE EVALUATIONS: AEIS, PEIMS, Attendance Records

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| **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 1. Each campus in the district will de­velop and implement procedures to follow in accounting for all student absences.2. Parents will be kept aware of excessive number of absences for their child(ren).3. Programs to encourage regular student attendance will be utilized at each school campus. | Annually, prior to the first day of student attendance.Routinely throughout the school year.Each Semester  | Campus PrincipalAttendance ClerkCampus PrincipalAttendance ClerkCampus PrincipalCounselors | State Compulsory Attendance Laws, District policies, T.E.A. requirements.Counselor, office staff, student records, teaching staff.Campus Improvement Team, Counselor | Campus attendance data for 2012-2013. Average Daily Attendance at each campus.Campus records of contact with parents. (Conferences, letters, phone calls, etc.)Programs in place, campus average daily attendance, documented phone calls, visits, memos |

**GOAL # 2** All At-Risk students will reach high academic standards, at a minimum attaining proficiency or better in science, social studies, reading/language arts, and mathematics. (NCLBA)

**OBJECTIVE A.** Ninety-five percent of the District's At-Risk students who take the STAAR/STAAR test will pass each area of the test.

## SUMMATIVE EVALUATIONS: RPTE, STAAR, AEIS

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| **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 1. All home language surveys will be reviewed to identify any student that may need ESL services.2. Information concerning students' preparation and performance on the annual STAAR will be communi­cated to all parents.3. The Academic Excellence  Indicator System will be analyzed to determine weaknesses in the  curriculum.4. Campus Report Cards will be analyzed to determine weaknesses in the curriculum.5. CSCOPE, vertical alignment of curriculum throughout all grades, TEKS objectives, assessments, exemplar lessons | First three weeks of the school year.Spring Semester 2013September 1- November 30Fall 2012 August - May | Principal PrincipalSuperintendent PrincipalPrincipal/Teaching Staff  | Each student’s home language survey.Student records, counselor and teaching staff, letters, notes or public meetings.AEIS Report, disaggregated data, previous years’ reports.Campus Report CardsState & Local Funds, teaching staff, instructional assistants  | Completion of review, number of students identified. Percent of students' parents contacted.Phone logs, documented parent contactsAEIS ReportImprovement in campus ratingTeacher feedback, progress reports, report cards, benchmarks |

**GOAL # 2** All At-Risk students will reach high academic standards, at a minimum attaining proficiency or better in science, social studies, reading/language arts, and mathematics. (NCLBA)

**OBJECTIVE A.** Ninety-five percent of the District's At-Risk students who take the STAAR test will pass each area of the test.

## SUMMATIVE EVALUATIONS: RPTE, STAAR, AEIS

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| **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 6. The campus will offer tutorials for at-risk students. | Each Semester | Principals | State Funds; Teaching Staff  | Teacher feedback, progress reports, report cards, benchmarks. |

**GOAL # 3. A**ll students will be taught by "highly qualified" teachers. (NCLBA)

**OBJECTIVE A.** All teachers in the district will be fully qualified/certified to teach subjects to which they are assigned.

## SUMMATIVE EVALUATIONS: HQ Survey, School Report Card

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|  **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 1. All teachers employed by the district will be highly qualified or participating in an alternate program that qualifies them to teach the subjects they are assigned. (NCLBA)

2. As vacancies develop, the administration will actively seek highly qualified applicants to teach shortage areas in the district. (NCLBA) | Each Semester Each Semester | SuperintendentSuperintendent | State Board of EducationRegional Service CenterCertification CodesLocal Funds, College Placement Offices, Advertisements, Job Fairs, pool of applicants | Number of teachers assigned to teach a subject that they are not certified/ qualified to teach.Number of subjects taught by non-certified/ nonqualified teachers. |

**GOAL # 3. A**ll students will be taught by "highly qualified" teachers. (NCLBA)

**OBJECTIVE B.** All teachers will receive high-quality professional development.

## SUMMATIVE EVALUATIONS: Teacher Professional Development Certificates

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| **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 1. Campus Improvement Plans will include training in technology, conflict resolution, and discipline strategies, including classroom managements, district discipline policies, and the Student Code of Conduct. 2. The district will contract with the Regional Service Center for staff development (professional and Para- professional) | August - FebruaryApril - July | PrincipalSuperintendent | Campus Improvement Team, Local Funds, ESC ConsultantsESC Contracts for Instructional and Staff development**,** Title II and Leadership Training**,** School Board Training, Title V  | Staff Development programs presented.Services received by the district |

**GOAL #4.** All students will be educated in learning environments that are safe, drug free, and conducive to learning.(NCLBA)

**OBJECTIVE A.** Reduction of office referrals for disrespectful behavior, fighting, or any other actions unbecoming of a high standard for expected character.

## SUMMATIVE EVALUATIONS: Discipline referrals.

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|  **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 1. Character education taught in all classrooms by certified counseling staff1. Wildorado True Blue Cards
2. Increased positive parent contacts via phone conversations

4. Facebook – to communicate student successes, post needed information, post student celebrations | August – May  August - MayAugust – MayAugust - September | CounselorPrincipal, Teaching StaffTeachers, PrincipalSuperintendent | Professional staff with interest in improving campus character, behavior, attitudeTrue Blue Cards, Teachers, Staff, PrincipalTeaching Staff Computer, Principal, Technology Contact | Reports of incidences Number of positive cards sent homeNumber phone calls made/loggedPositive comments, “likes” |

**GOAL # 4.** All students will be educated in learning environments that are safe, drug free, and conducive to learning. (NCLBA)

**OBJECTIVE B.** The district will provide training to encourage a safe & healthy learning environment.

## SUMMATIVE EVALUATIONS: State Dept. of Health Reports, District Reports of Serious Health concerns and Accident Reports

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| **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 1. Conduct **Safety Audit** of district facilities for safety hazards to students, staff, and/or community2. The district's health education advisory council will meet no less than one time each semester. 3. The campus will provide information as prescribed by the Texas Education Agency to students and parents concerning bacterial meningitis.4. Annually, student immunizations will be reviewed for TDH compliance requirements.5. Annually, students will be screened for vision, hearing, and scoliosis.6. The District's American with Disabilities Act five-year plan will be reviewed annually. | July 1, 2012 - June 30, 2013Each SemesterFall Semester Fall SemesterSpring SemesterFall Semester | SuperintendentSchool Health Advisory ChairmanPrincipal Nurse NurseSuperintendent | Daily observation of district facilities; training manuals for safety audits.Council membersTEA GuidelinesStudent records, Texas Department of Health Forms (T.D.H.)T.D.H. FormsVision/hearing equipmentDistrict ADA PlanSurvey of FacilitiesState guidelines for compliance | Safety hazards corrected.Number of meetings/semesterEach campus handbook will include notices to parents.Local RecordsT.D.H. ReportLocal RecordsT.D.H. ReportCompletion of reviewAppropriate revisions to planCompliance with criteria |

 **\*TEC 28.004\*\* SB31, TEC 38.0025, 51.9191 77th Legislature**

**GOAL # 4.** All students will be educated in learning environments that are safe, drug free, and conducive to learning. (NCLBA)

**OBJECTIVE C.** District-wide, no serious health concerns or playground accidents will occur during the school year.

## SUMMATIVE EVALUATIONS: State Dept. of Health Reports, District Reports of Serious Health concerns and Accident Reports

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|  **STRATEGY** | **TIME LINE** | **PERSON****RESPONSIBLE** | **RESOURCES****NEEDED** | **FORMATIVE****EVALUATION** |
| 7. Campus playgrounds and equipment will be monitored/ maintained to ensure student safety. | July - JuneOnce each semester and prior to the first day of instruction |  Superintendent  | The United States Consumer Product Safety Commission Fact Sheet, Tips for Playground Safety, Publication #324 and the Public Playground Safety Checklist. | Playground/equipment checklist |

**At-Risk Criteria:**

The State criteria now used to identify students in at-risk situations are defined in [Section 29.081 of the Texas Education Code](http://www.capitol.state.tx.us/statutes/ed/ed002900.html#ed030.29.081), as follows: each student in grades 7 through 12 who is under 21 years of the age is in an at-risk situation if the student meets one or more of the following criteria: a.) was not advanced from one grade level to the next for two or more school years; b.) has mathematics or reading skills that are two or more years below grade level; c.) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade; d.) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or e.) is pregnant or a parent. Additionally, each student in prekindergarten through grade 6 is in an at-risk situation if the student meets one or more of the following criteria: a.) did not perform satisfactorily on a readiness test or an assessment instrument administered at the beginning of the school year; b.) did not perform satisfactorily on assessment instrument administered under [Subchapter B, Chapter 39](http://www.capitol.state.tx.us/statutes/ed/ed003900.html#ed001.39.021); c.) is a student of limited English proficiency, as defined by TEC Section 29.052; d.) is sexually, physically, or psychologically abused; or e.) engages in conduct described by Section 51.03(a), Texas Family Code.

Additionally, students in any grade are identified as in at-risk situations if they are not disabled and reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

**Title I School Wide Components:**

(These ten components are covered in our elementary campus improvement plan in that they are the only school wide Title I campus in our district.)

1. A comprehensive needs assessment

2. School-wide reform strategies

3. Instruction by highly qualified teachers

4. High quality and ongoing professional development

5. Strategies to attract highly qualified teacher to high need students

6. Strategies to increase parental involvement

7. Plans for assisting preschool children in the transition from early childhood programs to elementary program

8. Measures to include teachers in the decisions regarding use of academic assessments

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance

10. Coordination and integration of federal, state, and local services and programs

**Wildorado ISD Recruitment and Retention Plan**

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| **Goal #1** | Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals. |
| **Performance Measures** | 1. 100% of core area teachers will be highly qualified by the end of the school year.
2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.
3. 100% of new hires will meet highly qualified status prior to employment.
4. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%.
5. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%.
6. NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.
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| **Summative Evaluation** | Personnel files, highly qualified worksheets, and principal attestations. |

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| **Strategy/Activity** | **Target Population** | **Person Responsible** | **Budget/****Resources** | **Formative Assessment** | **Benchmark Timeline** |
| 1. Analyze data from paraprofessionals’ files to ensure all instructional aides are highly qualified.
2. Require any instructional aides not considered highly qualified to complete TOP training.
3. Provide incentives for teachers to attain ESL/GT certification.
4. Assign highly qualified teachers in equal proportions to all campuses, including low-income and minority areas.
 | All Instructional ParaprofessionalsAll Instructional ParaprofessionalsAll teachersAll teachers |  Principals Principals Superintendent Principal | Local FundsTitle II, ALocal FundsTitle II, ALocal FundsTitle II, ALocal FundsTitle II, A | Personnel filesProfessional Development recordsProfessional Development recordsNumber of paraprofessionals attending TOP trainingStaff Development recordsStipends paidPersonnel filesPersonnel filesCampus demographics | Aug. 24, 2012Aug. 24, 2012May 25, 2013May 25, 2013Aug. 1, 2013Aug. 1, 2013Aug. 1, 2013Aug. 1, 2013Aug. 1, 2013 |

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| **Strategy/Activity** | **Target Population** | **Person Responsible** | **Budget/****Resources** | **Formative Assessment** | **Benchmark Timeline** |
| 1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.
2. Establish an effective teacher mentoring system in order to retain highly qualified staff.
3. Analyze data from all teachers’ certifications, testing, staff development, and service records to ensure that all meet highly qualified status.
4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.
5. Provide incentives for teachers to attain a higher degree then they currently hold.
 | All Staff MembersAll TeachersAll TeachersAll TeachersAll Teachers | Superintendent Principal Superintendent Principal Superintendent | Local FundsTitle II, ALocal FundsTitle II, ALocal FundsTitle II, ALocal FundsTitle II, ALocal Funds Title II, A | Number of positions postedNumber of applications completedNumber of visits on the web page counterMentor assignmentsMentor conference logsMentor journalsPersonnel filesProfessional Development recordsTeacher interviewsNumber of teachers in ACPsProfessional Development recordsStaff Development recordsStipends paidPersonnel files | Sept. 1, 2012Feb. 1, 2013May 1, 2013Aug. 15, 2012Dec. 16, 2012Apr. 3, 2013Aug. 15, 2012Aug. 15, 2012Aug. 15, 2012Aug. 15, 2012Aug. 15, 2012Aug. 1, 2013Aug. 1, 2013Aug. 1, 2013 |