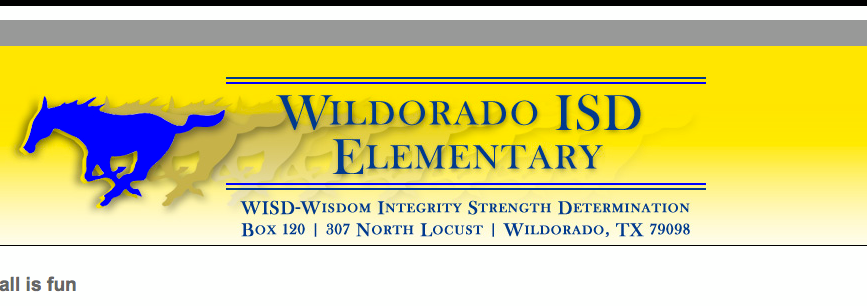
[](http://www.facebook.com/photo.php?fbid=394866323920000&set=a.394866040586695.92837.394860647253901&type=1)

2013-2014 District Improvement Plan

***DISTRICT ADVISORY TEAM***

|  |  |  |
| --- | --- | --- |
| **Administrative Staff**  Troy Duck; WISD Superintendent | **Professional Staff**  Jenny Boydston, Beth Altman, Kerilyn Harned, Holly Spiva, Rebekka Coggins, Arnetta Ball, Tonya Martin, Nicole Moore, Michelle Gruhlkey, Kelly Schroeder | **Non-Teaching Professional Staff**  Michelle Fithen, Lori Gouldy, Tracy Haschke, Sandi Luster, Jennifer Duck |
| **Community Members**  Rojanna Luster | **Business**  Clay Crist | **Parents**  Laci Merrell, Amy Haschke, Jeanna Hayes |

**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**

**2013-2014**

**GOAL #1**. **All Wildorado ISD students will be academically successful and WISD teachers will use a Comprehensive Needs Assessment to provide educational services for Wildorado Students.**

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

(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, TAPR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 2013-  January 2014  Each Semester | Campus Principal  Superintendent | Campus Improvement Team. Campus STAAR results from previous year. AEIS report, TAPR, 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 cards  Benchmarks  Progress reports |

**APPROVED by Wildorado ISD Board**

**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/TAPR

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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/Texas Academic Performance Report will be analyzed to determine weaknesses in the curriculum.   6. Campus Report Cards will be analyzed to determine weaknesses in the curriculum.  7. Campus will offer tutorials for at-risk students.  8. Extension of core subjects – support curriculum & RtI | August - May  Spring Semester 2014  September 1-  November 30  Spring  Each Semester  August-May | Campus Principal  Campus Principal  Campus Faculty  Superintendent  School Faculty  Curriculum Personnel  Campus Principal  Campus Faculty  Principal/Classroom Teachers  Curriculum Support  Classroom Teachers/Librarian  Curriculum Support  Special Education Staff | 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/TAPR, disaggregated data, previous years’ reports.  Campus Report Cards  State Comp. Ed. Funds; Teaching Staff  EMAT Funds  Accelerated Reading, Accelerated Math, IXL Math, Think Through Math, Istation (ELA), Learning.com, | Progress reports  School report card  AEIS/TAPR, IT materials  Percent of students' parents contacted.  Phone logs, documented parent contacts  AEIS Report/TAPR  Improvement in campus rating  Academic improvement on 6 weeks report cards  Teacher feedback, progress reports, report cards, STAAR data, benchmarks  Teacher feedback, student grades, progress reports, benchmarks  . |

**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/STAAR will pass each subject area of the test.

**SUMMATIVE EVALUATIONS:** STAAR, AEIS/TAPR

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| **STRATEGY** | **TIME LINE** | **PERSON**  **RESPONSIBLE** | **RESOURCES**  **NEEDED** | **FORMATIVE**  **EVALUATION** |
| 9. A pre kindergarten program will be provided for all age appropriate children of the district.  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 PBMAS  13. Revise and update District Technology Plan.  14. Campus will have at least one staff member trained in Wilson available to serve dyslexic students.    15. Greater emphasis on writing in all grade levels  16. All Wildorado Teachers will show evidence that they have a copy of the TEKS for all subject areas they teach. | Each Semester  Each Semester  Beginning of each Semester  Oct 2013    Fall Semester  No later than end of fall  Each Semester  By end of the 3rd week of school. | Principal  Superintendent  Dyslexia Coordinator  School Faculty  504 Coordinator  (Principal)  Superintendent  Superintendent  Dyslexia Coordinator-  Teaching staff, Principal  Curriculum Support, Principal, All Classroom Teachers  Principal, Curriculum Support, All Classroom Teachers | 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. Dyslexia curriculum – Wilson. Dyslexia training via Region 16.  PBMAS Report, Campus Principals, Special Education staff, ESC 16.  Cathy Morton, TEA Star Chart  Current State rules for Dyslexia Plan, ESC, and consultants  Training – All teachers trained in Empowering Writers for both Narrative and Expository  TEKS may be downloaded from TEA website | Principal's Program Evaluation.  Progress reports  Number of students enrolled  Program Operation  Progress reports  Number of students enrolled  Coordinator confirms that theplan meets all State requirements. Region 16 training and support.  TEA PBMAS Report  Approval of Technology Plan by TEA  Principal confirms that the plan meets all State requirements.  Posting student writings in the building, teacher observation and feedback, benchmarks and STAAR  Meetings with Curriculum Support Personnel, principal, and observed/incorporated in lesson plans |

**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 B.** The annual average daily attendance rate (A.D.A.) for the District will meet or exceed 9**7**%.

**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 Principal  Attendance Clerk  Classroom Teachers  Campus Principal  Attendance Clerk  Classroom Teachers  Campus Principal  Classroom Teachers  Counselors | State Compulsory Attendance Laws, District policies, T.E.A. requirements.  Attendance clerk, principal, student records, teaching staff. Attendance committee if necessary.  Campus Improvement Team, Counselor  State/Local Funds for incentives | Campus attendance data for 2013-2014. 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/TAPR

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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/Texas Academic Performance Report will be analyzed to determine if there are weaknesses in the curriculum.  4. Campus Report Cards will be analyzed to determine if there are weaknesses in the curriculum.  5. TEKS Resource System, vertical alignment of curriculum throughout all grades, TEKS objectives, assessments, collaboration | First three weeks of the school year.  Spring Semester 2014  September 1-  November 30  Fall 2013  August - May | Principal  ESL Teacher  Attendance Clerk  Principal  Classroom Teachers  Superintendent    Principal  Classroom Teachers  Principal/Teaching Staff  Curriculum Support Personnel | Each student’s home language survey  Student records, counselor and teaching staff, letters, notes or public meetings.  AEIS Report/TAPR, disaggregated data, previous years’ reports.  Campus Report Cards  State & Local Funds, teaching staff, instructional assistants | Completion of review, number of students identified.  Percent of students' parents contacted.  Phone logs, documented parent contacts  AEIS Report/TAPR  Improvement in campus rating  Teacher 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, STAAR data  . |

**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 occur, the administration will actively seek highly qualified applicants to teach shortage areas in the district. (NCLBA) | Each Semester  Each Semester | Superintendent/Principal  Superintendent/Principal | State Board of Education  Regional Service Center  Certification Codes  Local 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. Title I reporting – Region 16.  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 - February  April - July | Principal  Region 16 support  Curriculum Support Personnel  Superintendent | Campus Improvement Team, Local Funds, ESC Consultants  ESC Contracts for Instructional and Staff development**,** Title II and Leadership Training**,** School Board Training, Title V | Staff Development programs presented. Teacher feedback, Region 16 input and feedback.  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 staff   1. 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 - May  August – May  August - September | Counselor  Principal, Teaching Staff, Students  Teachers, Principal  Superintendent  Trained staff | Professional staff with interest in improving campus character, behavior, attitude  True Blue Cards, Teachers, Staff, Principal  Teaching Staff  Computer, Principal, Technology Contact | Reports of incidences  Number of positive cards sent home  Number phone calls made/logged  Positive 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 community  2. 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, 2013 - June 30, 2014  Each Semester  Fall Semester  Fall Semester  Spring Semester  Fall Semester | Superintendent  School Health Advisory Chairman  School Nurse  Principal  School Nurse  School Nurse  Superintendent | Daily observation of district facilities; training manuals for safety audits.  Council members  TEA Guidelines  Student records, Texas Department of Health Forms (T.D.H.)  T.D.H. Forms  Vision/hearing equipment  District ADA Plan  Survey of Facilities  State guidelines for compliance | Safety hazards corrected.  Number of meetings/semester  Each campus handbook will include notices to parents.  Local Records  T.D.H. Report  Local Records  T.D.H. Report  Completion of review  Appropriate revisions to plan  Compliance 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.  8. Campus evaluation of current practices to maintain student safety regarding unwanted persons/intruders and additional barriers built and implemented as needed. | Once each semester and prior to the first day of instruction  Each semester or as often as necessary as advised by law enforcement agencies | Superintendent      Superintendent, Local Law Enforcement Agencies, WISD School Board | The United States Consumer Product Safety Commission Fact Sheet, Tips for Playground Safety, Publication #324 and the Public Playground Safety Checklist.  State and Local Funds, Foundation Funds, Board Approval | Playground/equipment checklist    Safety Drills, Walkthroughs by law enforcement, Law Enforcement feedback/input |

**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%. |
| **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 Paraprofessionals  All Instructional Paraprofessionals  All teachers  All teachers | Principals  Principals  Superintendent  Principal | Local Funds  Title II, A  Local Funds  Title II, A  Local Funds  Title II, A  Local Funds  Title II, A | Personnel files  Professional Development records  Professional Development records  Number of paraprofessionals attending TOP training  Staff Development records  Stipends paid  Personnel files  Personnel files  Campus demographics | Aug. 24, 2013  Aug. 24, 2013  May 25, 2014  May 25, 2014  Aug. 1, 2014  Aug. 1, 2014  Aug. 1, 2014  Aug. 1, 2014  Aug. 1, 2014 |

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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 Members  All Teachers  All Teachers  All Teachers  All Teachers | Superintendent  Principal  Superintendent  Principal  Superintendent | Local Funds  Title II, A  Local Funds  Title II, A  Local Funds  Title II, A  Local Funds  Title II, A  Local Funds Title II, A | Number of positions posted  Number of applications completed  Number of visits on the web page counter  Mentor assignments  Mentor conference logs  Mentor journals  Personnel files  Professional Development records  Teacher interviews  Number of teachers in ACPs  Professional Development records  Staff Development records  Stipends paid  Personnel files | Sept. 1, 2013  Feb. 1, 2014  May 1, 2014  Aug. 15, 2013  Dec. 16, 2013  Apr. 3, 2014  Aug. 15, 2013  Aug. 15, 2013  Aug. 15, 2013  Aug. 15, 2013  Aug. 15, 2013  Aug. 1, 2014  Aug. 1, 2014  Aug. 1, 2014 |