

# **Wildorado Independent School District**

## **District Improvement Plan**

**2022-2023**

**Accountability Rating: B**



# Mission Statement

The mission of Wildorado Elementary is to provide all students with the highest quality of educational services and experiences. Our goal is excellence in education and to develop life-long learners.

In support of our Mission, we believe...

- all children can learn.
- education can and does make a positive difference in the lives of children.
- all children can become productive and responsible members of society.
- the educational needs of students can best be met through a partnership of the District School Board, school personnel, students, parents and community members.

# Vision

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.

# Value Statement

We value faith. we believe we are called to serve, teach, and build relationships with each child in our care.

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# Comprehensive Needs Assessment

Revised/Approved: August 11, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Site Based Decision Making Team met to analyze and summarize many forms of data: Parent Surveys, Staff Surveys, Student Surveys, TAPR 2021-22; and TPRI/ CLI Engage data.

Data had been collected from surveys that were sent and collected anonymously from staff, parents, and secondary students about the school.

The team then created a summary of strengths and needs focused on the following areas: Student Academic Achievement, School Culture & Climate, and Parent, Family, & Community Engagement. Once the summary of Needs were identified as a team, the team began to **prioritize** for the Campus Needs.

# 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## 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
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- ASPIRE

- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Male / Female performance, progress, 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) 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
- Equity data
- T-TESS data

### **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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data



# Goals

**Goal 1:** Increase students in masters level from 33% to 45% for reading by the end of 2024-2025 school year.

**Performance Objective 1:** 3rd, 4th, and 5th grade reading STAAR data is showing that we are not adequately preparing our students for grade level instruction. Progress monitoring is spotty at best and mirrors inadequate tier 1 instruction. Foundation is showing gaps in junior high and high school as well.









**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR: 53% of students will end the 22-23 school year on approaches or above.

**Summative Evaluation:** No progress made toward meeting Objective

**Next Year's Recommendation:** We are unable to set a percentage value at this time, because STAAR results are not available yet for 22-23.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use the Amplify curriculum daily to teach reading with fidelity. <b>Staff Responsible for Monitoring:</b> principals  <b>Funding Sources:</b> - TCLAS	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				








**Goal 1:** Increase students in masters level from 33% to 45% for reading by the end of 2024-2025 school year.

**Performance Objective 2:** Create a plan for secondary students to focus on preparation for ACT/SAT tests.

**Evaluation Data Sources:** SMDM team evaluation of Student/Parent/ Staff Surveys; TAPR

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Implement plan for secondary students to prepare for ACT/SAT tests during WIN time. - This goal is for 23-24.








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During WIN time, students that are not in tutorials can use the apps. for ACT/SAT preparation, or begin to research college resources for ACT/ SAT preparation. Counselor begins discussions about how to prepare and look for such resources in classrooms during WIN time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are better prepared for ACT/SAT tests.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary teachers that have WIN classes and counselor.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Increase students in masters level from 33% to 45% for reading by the end of 2024-2025 school year.

**Performance Objective 3:** Add opportunities for students to be challenged in the classroom.

**Evaluation Data Sources:** evaluation of parent/teacher/student surveys with the SBDM team.

**Next Year's Recommendation:** This goal is for 23-24.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> GT plan for pull out will be implemented for identified students. PD will be available to all teachers regarding differentiation and how plan in all subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have more opportunities to be challenged in the class environment.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Increase students in masters level from 17 % to 33% in mathematics by the end of 2024-2025 school year.

**Performance Objective 1:** 3rd, 4th, and 5th grade math STAAR data is showing that we are not adequately preparing our students for grade level instruction. Progress monitoring is spotty at best and mirrors inadequate tier 1 instruction. Foundation is showing gaps in junior high and high school as well.









**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR: 53% of students will end the 22-23 school year on approaches or above.

**Summative Evaluation:** No progress made toward meeting Objective

**Next Year's Recommendation:** Increase students masters level to 25%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Region 16 will continue to support teachers in the classroom with lesson planning and observation of lessons, along with support at Region 16 with lesson preparation for Eurika.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on math STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Principals and teachers</p> <p><b>Funding Sources:</b> - TCLAS</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Increase students in masters level from 17 % to 33% in mathematics by the end of 2024-2025 school year.

**Performance Objective 2:** Increase awareness of secondary preparation for ACT/SAT tests.

**Evaluation Data Sources:** SBDM team evaluation of staff surveys and TAPR.





**Next Year's Recommendation:** This goal is for 23-24 from SBDM team.

**Goal 2:** Increase students in masters level from 17 % to 33% in mathematics by the end of 2024-2025 school year.

**Performance Objective 3:** Allow more opportunities for students to be challenged in the classroom, by providing training and information for teachers on differentiation.

**Evaluation Data Sources:** SBDM team evaluation of staff/parent surveys

**Next Year's Recommendation:** Goal is for 23-24.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development and support on differentiation in the classroom for all subjects. <b>Strategy's Expected Result/Impact:</b> increase student performance in the area of Masters for STAAR testing. <b>Staff Responsible for Monitoring:</b> teachers, principals.	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** Increase students in masters level from 17 % to 33% in mathematics by the end of 2024-2025 school year.

**Performance Objective 4:** 3rd, 4th, and 5th grade math STAAR data is showing that we are not adequately preparing our students for grade level instruction. Progress monitoring is spotty at best and mirrors inadequate tier 1 instruction. Foundation is showing gaps in junior high and high school as well.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR: 53% of students will end the 22-23 school year on approaches or above.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Region 16 will continue to support teachers in the classroom with lesson planning and observation of lessons, along with support at Region 16 with lesson preparation for Eurika.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on math STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Principals and teachers</p> <p><b>Funding Sources:</b> - TCLAS</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:** Increase students in masters level from 17 % to 33% in mathematics by the end of 2024-2025 school year.

**Performance Objective 5:** Increase awareness of secondary preparation for ACT/SAT tests.





**Evaluation Data Sources:** SBDM team evaluation of staff surveys and TAPR.



**Goal 2:** Increase students in masters level from 17 % to 33% in mathematics by the end of 2024-2025 school year.

**Performance Objective 6:** Allow more opportunities for students to be challenged in the classroom, by providing training and information for teachers on differentiation.

**Evaluation Data Sources:** SBDM team evaluation of staff/parent surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development and support on differentiation in the classroom for all subjects. <b>Strategy's Expected Result/Impact:</b> increase student performance in the area of Masters for STAAR testing. <b>Staff Responsible for Monitoring:</b> teachers, principals.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 3:** Increase student accomplished performance on 8th grade Social Studies STAAR test by 27% in 2023-24.

**Performance Objective 1:** 8th grade Social Studies in the area of approaches grade level dropped from 61% to 33% from 2021-2022. The

**Evaluation Data Sources:** TAPR - STAAR data; STAAR Interim tests - complete and evaluate; Teacher training for classroom instruction, efficacy, and use of materials.

**Summative Evaluation:** No progress made toward meeting Objective

**Next Year's Recommendation:** Goal will remain the same as above. Teacher for instruction will continue to receive support for efficacy.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher training for classroom instruction, efficacy, and use of materials for instruction for 8th grade Social Studies. <b>Strategy's Expected Result/Impact:</b> increase 8th grade performance on Social Studies STAAR tests. <b>Staff Responsible for Monitoring:</b> principals	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Maintain approaches improvement percentage increase for overall Science Scores in 2023-24.





**Performance Objective 1:** Increase performance on 5th grade science STAAR performance by ensuring that curriculum is research based and teachers with fidelity, and administrators will learn about the resources so they can support teachers. Teachers will continue to build foundational skills in PLCs including data disaggregation, TEKS internalization, and lesson/unit internalization.

**Evaluation Data Sources:** Teacher created tests and progress tracking, interim tests, STAAR test.

**Goal 5:** Interventions for students not on grade level will be provided during the school day. K-2nd will be provided RTI with support in reading; phonics, and letter recognition. 3rd - 12th grade students who fail a STAAR test will be supported through HB4545 (WIN time built into our school day - at least 45 min. each day). WIN - What I Need Time will provide students the opportunity to get the targeted instruction needed for intervention in core subjects.

**Performance Objective 1:** Students in grades 3-12 will be drafted by teachers weekly to attend these targeted instructional intervention times with small groups of students. Students will rotate from teacher to teacher, based on the needs of the student. This will support students at risk for academic failure.





**Evaluation Data Sources:** Progress tracking; TPRI; grade reports; test scores; interim tests; teacher created tests; STAAR test

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students in grades K-6 will be pulled for interventions based on the needs of the individual child.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading, dyslexia, phonemic awareness, and math support to increase student academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Aide, Special Education Teacher, classroom teachers, special education aides, counselor, principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identifying students at risk due to the poverty criteria is accomplished through the the completion National School Lunch Program Application by parents during registration.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who qualify for free or reduced lunch are identified for services and served through Title I funds. This will allow students the same opportunities to be successful as other students academically, socially, and emotionally.</p> <p><b>Staff Responsible for Monitoring:</b> Cafeteria manger; teachers, principals, counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Elementary students PE program uses Fitnessgram program from TEA. Our middle school students are all enrolled in athletics which includes: baseline strength, speed and endurance testing at the beginning, middle and end of the year to check for improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Using a baseline from the testing results, we expect to see improvement for each child's performance.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches, and PE teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A	
<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 6:** Provide Professional Development and support for teachers not certified in teaching assignment.

**Performance Objective 1:** Support teacher performance using TTESS evaluation plan; provide resources as needed; communicate with certification preparation program support contact person; work with Region 16 to provide specific curriculum trainings and support.

**Evaluation Data Sources:** TTESS - ascender documentation and feedback; Documentation from Certificate prep.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff training for TEHCY Homelessness. Information is also posted in the staff workroom and reminders about homelessness are sent by email consistently throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Homeless students will be supported in a way to ensure success academically.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Health Program: Wildorado's goal is to continue to provide all elementary and middle school students with the opportunity to learn about preventing obesity, cardiovascular disease, and Type 2 diabetes.</p> <p><b>Strategy's Expected Result/Impact:</b> Our programs coordinate health education, including oral health education, physical education and physical activity, nutrition services, and parental involvement. Elementary and Middle school students attend physical education 5 days a week.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches, Physical Education Teachers, counselor, principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A	
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 7:** Create a clearly defined discipline plan for the secondary level to elevate the level of student display of respect to teachers in the classroom.

**Performance Objective 1:** Decreasing how students treat teachers in the classroom will allow more productive time in class.

**High Priority**

**Evaluation Data Sources:** Ascender - discipline reports may increase before we see a decrease as changes occur.  
 Staff Survey - increase clear discipline management plan results from 6% agree to 50% agree.

**Next Year's Recommendation:** Goal is for 23-24.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistently enter discipline reports into the program (Ascender) for tracking purposes.            Consistently communicate with students and teachers about expectations and consequences if not followed.  <b>Strategy's Expected Result/Impact:</b> Increased teacher retention from 80% to 90% and school culture climate to improve.  <b>Staff Responsible for Monitoring:</b> principals/superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 7:** Create a clearly defined discipline plan for the secondary level to elevate the level of student display of respect to teachers in the classroom.

**Performance Objective 2:** Communicating consistently with staff, students, parents, community, and stakeholders the discipline plan.

**High Priority**





**Evaluation Data Sources:** Staff Survey - expectations for behavior are clearly communicated to students increase from 45% to 70% ; sources of communication documented; staff/parent/student survey; ascender discipline reports.

**Next Year's Recommendation:** Goal is for 23-24

**Goal 8:** Transitions to high school, postsecondary education, & coordination with Career/Technical Education.

**Performance Objective 1:** Implement Take Flight or Exploring Careers as an 8th grade course to help students investigate post-secondary opportunities and identify interests and skills of their own.

**Evaluation Data Sources:** Teacher survey; student survey; parent survey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students transitioning from middle school to high school complete a leadership class to promote post-secondary career exploration and a better understanding of soft skills as well as leadership skills to help with their career of choice. This class is offered in 7th grade as a gateway to many post-secondary choices that are made during the 8th grade school year. Students have the opportunity to create individualized personal graduation plans with their counselor to set high school and post-secondary goals. Wildorado uses Character Strong to promote many SEL skills. Creating goals, making habits, overcoming obstacles, and being a school leader are a few of the Character Strong skills utilized this year in whole group, small group, and individual settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students remain in school until they obtain a HS diploma; suicide prevention, conflict resolution program, violence prevention.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselor, Superintendent, teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<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 8:** Transitions to high school, postsecondary education, & coordination with Career/Technical Education.

**Performance Objective 2:** Add dual credit US History for students in their junior year to increase the number of dual credit courses offered at Wildorado.





**Evaluation Data Sources:** FAFSA; TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Junior and senior high school students use a platform called Going Merry to help transition from high school to post-secondary education. This platform provides step by step guidance for FAFSA completion, scholarship opportunities, and financial planning lessons through quick, easy to use guides. Seniors complete senior hour during the spring semester which provides one on one support for additional locally based scholarship opportunities and guidance from their school counselor and a teacher on the next steps needed to reach their goals after high school. Our school counselor works closely with Amarillo College, WTAMU, and Texas Tech to help support students apply for housing, food, and register for classes once a student has been accepted. Dual credit is offered to junior and senior students as an opportunity advance in their high education while still in high school. All junior and seniors meet individually with the school counselor to identify and explore interests and skills for post-secondary goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Prepare for postsecondary education; College Readiness and Support</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer many CTE in agriculture, professional communications, Forensic Science, and Kinesiology. Our Ag. CTE courses provide knowledge base for students to complete IBC Certifications as well as work with the Wildorado Cattle Company.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving IBC's and endorsements through the CTE classes will increase each year as our programs grow.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Ag. Teacher, CTE teachers, and Principals.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 8:** Transitions to high school, postsecondary education, & coordination with Career/Technical Education.

**Performance Objective 3:** Dropout prevention efforts: Continue to partner with parents and students to achieve 100% graduation rate again.

**Evaluation Data Sources:** TAPR; graduation rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of a comprehensive school counseling program: Wildorado uses Character Strong as a comprehensive school counseling program. This research-based program allows both the classroom teacher and school counselor to teach social emotional skills to students pk-12th grade. This program also offers guidance for teacher to handle situations in the classroom such as peer conflicts, empathy, praising specific behaviors, and using proximity to help teachers have a positive classroom environment. This year, teachers in grades pk-6th were asked to spend 3 months using the monthly objectives with Character Strong to provide whole group lessons on being trustworthy, having perseverance, and setting goals. Small groups were creating in 6th-8th grade to work on specific skills a group of students may need. Character Strong was utilized to provide the framework for those sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> suicide prevention; conflict resolution; violence prevention, positive behavior interventions and support; provide staff opportunities for skills needed to created a positive class environment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor; teachers; principals</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to use restorative practices with peer conflict resolution as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Peer conflict resolutions and a high parent involvement provide an atmosphere of low violence at Wildorado. When needed, students having a conflict are provided opportunities to communicate their difference and together create a plan for success moving forward. Preventative measures such as high staff visibility and individualized goal setting are utilized consistently to provide a safe environment for students and staff at school.</p> <p><b>Staff Responsible for Monitoring:</b> Staff, teachers, counselor, principals, superintendent.</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$102,942.00

**Total FTEs Funded by SCE:** 1.6

### Brief Description of SCE Services and/or Programs

Tutorials for HB4545 identified students. Reading Intervention partial salary is paid with SCE funds she is hired to incorporate Leveled Literacy Intervention (Intervention paraprofessional; Partial teacher salary is paid with SCE funds in the k-6 setting (allows for individual classroom teachers for each grade level); Partial administrator salary is paid with SCE funds to support staff professional development/growth, student achievement, and communication with families and teachers for monitoring of progress and interventions for at risk students. HB4545 students (3-12th grades) are serviced during the school day. Students are monitored by the individual teachers for specific subjects and hours of intervention are documented.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Eve Crist	Librarian	0.5
Fithen, Michelle	Instructional Aide	1
Stacey Pybus	Teacher	0.1

# Title I

## 1.1: Comprehensive Needs Assessment

Wildorado Independent School District conducted comprehensive needs assessments based on TAPR data such as STAAR performance, attendance rates, drop out rates, and SAT/ACT data, Student Survey, Parent Survey, and Staff Survey.

In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives.

Wildorado is a Title I School-wide campus with economically disadvantaged students.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement).

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

<b>Barnett, Rance</b>	<b>Teacher</b>
Crist, Eve	Librarian
Duck, Troy	Superintendent
Fithen, Michelle	Paraprofessional
Galland, Jon	Business Member
Galland, Rhiana	Parent
Gruhlkey, Michelle	Community Member
Leavitt, Shelby	Parent
McCord, Anna	Chairperson
Randoph, Janet	Counselor
Rendon, Mi	Paraprofessional
Tarver, Michelle	Teacher
Williams, Jennifer	Principal
Williams, Keylie	Teacher

## 2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

## **2.3: Available to parents and community in an understandable format and language**

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and , to the extent practicable, provided in the language that the parents can understand.

The location this was made available to the public was on campus, and at parent meetings.

The language in which the CIP was distributed was in English.

## **2.4: Opportunities for all children to meet State standards**

Schoolwide Reform Strategies that Wildorado ISD will be implemented to address needs, including a description of how such strategies: will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners. House Bill 4545 Requirements are met for any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction is delivered in the school year. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (e.g., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements.

Wildorado ISD has a special education program and meets the needs of the students. Economically disadvantaged needs are met through free and reduced lunch and snack pack for kids. Wildorado will make changes that are needed to accommodate any student that is enrolled within the district.

## **2.5: Increased learning time and well-rounded education**

Wildorado will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Wildorado has a high set of instructional strategies that are used within the district. Teachers teach with rigor and critical thinking skill to have the students learn the same way. There is an increased amount of quality learning time through RTI and small class sizes. The curriculum is enriched and accelerated and has many programs and activities that are used to address this throughout the year. The students at Wildorado are offered a wide variety of educational opportunities, as well as being offered a well rounded education to meet all of the needs of the students.

## **2.6: Address needs of all students, particularly at-risk**

Wildorado will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. RTI is implemented to provide extra support and help to the students that are showing they are not meeting the State requirement.

## **3.1: Annually evaluate the schoolwide plan**

Wildorado shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and ,to the extent

practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Janet Randolph (Counselor) and Brody Russell (Ag. Teacher), assisted with the development of Parent and Family Engagement Policy.

The locations the Parent and Family Engagement Policy was distributed were on campus and at parent meetings.

The language in which the Parent and Family Engagement Policy was distributed was in English.

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Wildorado shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and ,to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Janet Randolph (Counselor) and Brody Russell (Ag. Teacher), assisted with the development of Parent and Family Engagement Policy.

The locations the Parent and Family Engagement Policy was distributed were on campus and at parent meetings.

The language in which the Parent and Family Engagement Policy was distributed was in English.

#### **4.2: Offer flexible number of parent involvement meetings**

Wildorado will offer a flexible number of meetings, such as meeting in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eve Crist	Librarian	intervention for HB4545	

# 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	Addressed By	Addressed On
Bullying Prevention	Janet Randolph	6/1/2023	Anna McCord	6/1/2023
Child Abuse and Neglect	Janet Randolph	8/15/2022	Anna McCord	6/1/2023
Coordinated Health Program	Dixie Gonzalez	5/26/2023	Anna McCord	6/1/2023
Decision-Making and Planning Policy Evaluation	Anna McCord	5/26/2023	Anna McCord	6/1/2023
Disciplinary Alternative Education Program (DAEP)	Jennifer Williams	6/1/2023	Anna McCord	6/1/2023
Dropout Prevention	Janet Randolph	6/1/2023	Anna McCord	6/1/2023
Dyslexia Treatment Program	Janet Randolph	6/1/2023	Anna McCord	6/1/2023
Title I, Part C Migrant	Jennifer Williams	6/1/2023	Anna McCord	6/1/2023
Post-Secondary Preparedness	Janet Randolph	5/15/2023	Anna McCord	6/1/2023
Recruiting Teachers and Paraprofessionals	Troy Duck	6/1/2023	Anna McCord	6/1/2023
Student Welfare: Crisis Intervention Programs and Training	Janet Randolph	5/30/2023	Anna McCord	6/1/2023
Student Welfare: Discipline/Conflict/Violence Management	Anna McCord	5/26/2023	Anna McCord	6/1/2023
Texas Behavior Support Initiative (TBSI)	Jennifer Williams	6/1/2023	Anna McCord	6/1/2023
Technology Integration	Eve Duck	6/5/2023	Anna McCord	6/1/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Troy Duck	6/1/2023	Anna McCord	6/1/2023
Translation Plan	Ann McCord	6/29/2023	Anna McCord	6/29/2023