

Valley Mills Independent School District

District Improvement Plan

2016-2018



Mission Statement

The mission of Valley Mills ISD is to educate each student to the highest levels of academic achievement and enable students to become successful in a global society.

Vision

Soaring for Excellence

Core Beliefs

1. We believe that excellence in education begins with a professional and highly motivated and passionate staff. Strong leadership and exceptional teachers are the foundation of our schools.
2. We believe that Valley Mills ISD can achieve higher levels of performance through clearly defined goals, high expectations, and continuous improvement.
3. We believe that success is driven by strong relationships, high expectations, discipline, and a sense of responsibility to oneself and others
4. We believe that students are uniquely individual, developing intellectually, physically, socially, and emotionally at different levels.
5. We believe that the school district is accountable to the community and must continually seek improvement.
6. We believe that participation in extra-curricular activities, community service, and leadership training enhances character development and student success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Valley Mills ISD is nestled among hills and valleys in the quaint, rural community of Valley Mills, Texas that has been in existence since 1876. The town got its name from the success of ag-based businesses such as cotton crops, grain and grain mills, and the cattle industry that were all dependent on the local railroad that still runs through the community today.

Currently, 140 years later, the city of Valley Mills has 1,200 residents with the ISD being the main employer. The school district has three schools that include the elementary campus (Grades PK-6) and a secondary campus that houses grades 7-12 and employs over 90 teachers and staff. All campuses meet eligibility requirements to be classified as Title I, Part A schools. School enrollment fluctuates due to the fact that many parents work in surrounding communities. A significant number of transfer students continue to choose to enroll in Valley Mills ISD.

Demographics

Demographics Summary

Over the past few years enrollment numbers have fluctuated from 651 to 620. Enrollment on PEIMS snapshot day for 2014-2015 was 621, finishing the year with 617 students. The student count for PEIMS 2015 fall snapshot date was 619.

Demographic percentages have seen minimal changes from one year to the next. Enrollment by gender for 2015-2016 equaled 312 (51.40%) males and 307 (48.60%) females. Valley Mills ISD enrollment, broken down by ethnicity for 2015-2016 is: American Indian/Alaskan – 0%, Asian - 0.16%, Black/African American – 3.55%, Hispanic/Latino – 25.20%, White 68.98%, Hawaiian/Pacific Islander – 0%, and students with Two or More Races – 2.10%.

The district has an economically disadvantaged population of 61.84% for 2014-2015, with a decrease for 2015-2016 (53.96%). The state average reported in 2014-2015 was 60.20%, which is a consistent trend.

The percentage of district students eligible to receive English as a Second Language (ESL) services is slightly lower in 2015 as compared to the 2014-2015 school year (6.6% compared to 6.3%). The District's At-Risk population is 25.36%, a decrease from previous years. Special Education numbers have remained stable, with a slight decrease noted (12.12%) in 2015, 12.72% (2014).

Demographics Strengths

The Texas Education Agency's Accountability Report for the District shows that the strengths of the district are reflected in attendance rates which are consistently around 96% with no dropout rates reported for high school graduation. These strengths can also be attributed to class sizes that are rated below the State averages, providing better learning environments for students. For example, the state average for class size in English/Language Arts is 17.2 while Valley Mills ISD average class size was 12.5. In math, the state average is listed as 18.1, while the district class size average for math was 11.9. In science, the state average class size is 19.1, while the district class size is at 16.4. And, the state class size average for social studies is 19.6 compared to the district class size average of 16.2.

Demographics Needs

To continue the success and instructional improvement for the students who attend schools in the Valley Mills ISD, needs must be addressed. Needs identified from the 2015-2016 school year include continuing to provide teachers with instructional and assessment tools utilized in the Eduphoria, TEKS

Resource System, and the Aware program. The district will continue to provide professional development training to teachers throughout the school year in order to ensure student growth and success, especially focusing on closing the gap among specific subpopulations, including economically disadvantaged, special education, and at-risk students. The district will continue to implement college readiness standards and provide dual credit/articulated credit opportunities to high school students which also includes keeping agreements with local colleges and universities in place. Graduation plans begin with parent and student input at the 8th grade level. To ensure focused learning and teacher support, the elementary campus will continue to provide content specialists in reading and math. All campuses will take part in academic UIL competitive activities to expand learning experiences of students. The district will focus on RTI strategies at the elementary for students who need assistance with content, while the secondary campus will also provide tutoring and remediation. All sixth grades who failed reading will be assessed and provided intense reading remediation as seventh graders.

In addition, the Texas Education Agency's Accountability Report for the district shows that we need to continue our work with college readiness. The graduates of 2014 showed a decline in the average score on college entrance exams, such as the SAT and ACT. As a district, we surpassed the state in the number of students taking the SAT and ACT. In 2014, Valley Mills ISD tested 73.2% of students as compared to the state average of 66.3%. However, we fell below the state when comparing the average score of the tests as well as the percentage of students who scored at or above criterion.

Teacher incentives must be implemented to increase teacher retention. Pay scales must remain competitive with surrounding school districts.

Student Achievement

Student Achievement Summary

The Texas Education Agency's 2015-2016 Texas Academic Performance Report identifies Valley Mills ISD as having "*Met Standard*" as a district, as well as a "*Met Standard*" rating for each campus.

Two of the campuses received various Distinction Designations, as identified in the Texas Education Agency's 2016 Accountability Summary. Valley Mills Elementary received two distinctions: Academic Achievement in Mathematics and Top 25% Student Progress. Valley Mills High School received 4 distinctions: Academic Achievement in Mathematics, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Post-Secondary Readiness.

Student Achievement Strengths

The TEKS Resource System and other curriculum tools offer teachers strategies, content, and rigor to match state testing expectations. A focus on grade level and core subject planning assists in promoting collaboration and alignment efforts. Formative assessments and benchmarks will also provide extensive data for analysis of student progress. RTI programs are implemented at the elementary, with the secondary campus focuses on tutoring and remediation.

Multiple interactive software programs are in place and assist with student learning, achievement, and identification of learning gaps. Data analysis of the Texas Academic Performance Report and the PBMAS are used to assist with student performance improvement strategies. Teachers and administrators are focused on working with students and parents to ensure success.

Student Achievement Needs

The district will focus on improving writing, social studies, and science scores on each campus. Targeted professional development sessions are a priority to assist staff in having the tools and resources to effectively plan and deliver quality instruction. We will focus on higher order questioning, writing across the curriculum, technology integration, and quality instructional planning.

Parent involvement and collaborative efforts will be encouraged on each campus to motivate student success. Effective, two way communication is a priority to enhance the school district's efforts.

A variety of support programs and interventions are available to students throughout the school day as well as through extended programs. The elementary has an intervention time built in for all kids as a part of the daily schedule. Additionally, students who have problems with dyslexia will be seen by the dyslexia specialist on the elementary campus. Teachers will be provided guidance and content assistance by implementing content specialists in math and reading at the elementary campus. English Language Learners will be assessed through TELPAS and classroom teachers regarding reading writing and speaking English. A special focus of having ESL qualified teachers has been a district initiative and will help serve the needs of ELL students whose primary language is not English. In addition, the district will provide additional training on high-yield ELL strategies to build ELL students' language acquisition and opportunities. Students need to be encouraged to participate in UIL activities to expand learning and boost confidence. Students identified as 504 or Special Education will have access to resource rooms and content area support. Student initiatives for classroom success are encouraged and in place for participation in athletics, band, art, theatre, and Career and Technology classes. The campuses will continue to focus on closing the achievement gaps and increasing the percentage of students achieving Level III on state assessments.

District Culture and Climate

District Culture and Climate Summary

School culture and climate was reported by multiple measures, parent input, student input, teacher and staff input. The data obtained combined with walk-throughs, parent involvement meetings, and community leaders provided information that allowed administrators and site-based committees the opportunity to make suggestions and implement programs that enhance the learning culture and climate on all campuses.

District Culture and Climate Strengths

The strengths of the culture and climate at all Valley Mills ISD campuses are the friendliness of staff and teachers and the willingness of students to be an important of the system. Parents are ready to assist in any way as volunteers and accompany students on field trips, band trips, ag contests, etc. Facilities that are new or that have been in existence for many years have been renovated and appear fresh, clean, and welcoming.

Student input is provided through school club activities such as National Honor Society, Spanish Club, Outdoor Club, FFA, FCCLA, band, theatre, art, ag, and a large athletic program with a strong booster club. Through these programs, students are involved in extra-curricular activities and have a feeling of belonging and a sense of value.

Teachers are knowledgeable, practice strong teaching methods and do not hesitate to assist students before, during, or after school so that they may be successful in class and on state assessments. They are supported by administrators who have a sense of direction and share that vision with teachers, staff, students, parents and community members. School pride is evidenced by student work, student pictures of the various athletic teams, cut-outs of student articles that hang in the cafeteria at the high school, multiple trophies on display that were earned by many students involved in athletic and academic programs. Cafeteria personnel work hard to provide healthy, tasty food to students for breakfast and lunch. Custodial and maintenance staff keep all campuses neat, clean, and visually appealing.

District Culture and Climate Needs

Teachers would like to have more planning time by departments. They would also like to have planning time for secondary and elementary teachers that teach the same subjects to meet and collaborate with each other (vertical planning) regarding new ideas, teaching methods, etc. While teaching methods have proven effective district-wide, improvement in instruction using more hands-on, student-centered activities is needed. New methods of encouraging parents to attend class meetings are needed. Though the majority of students feel safe, there are those who experience bullying and training for teachers and students is needed to stop and prevent this type of situation for occurring at all campuses. While students express a want to learn, many need to be taught their specific way of learning to be successful within class and with assignments, assessments, projects, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hiring talented, highly qualified staff is a must to improve and maintain student test scores and classroom performance. College readiness and grade-level promotion depends heavily on the quality of teachers who teach students. With hard economic times, administrators must work to boost morale, help teachers feel valued and appreciated and supported as needed. Administrators must gather teacher input for staff development training that is meaningful and applies directly to the subjects taught. The addition of a Curriculum Director and Assistant Principal of Academics and Instructional Technology provide instructional support for staff as they work toward their professional goals and student achievement.

Staff Quality, Recruitment, and Retention Strengths

Staff quality must remain high with an increased work load coupled with economic challenges at home. Recruitment strategies include listing job openings with job descriptions on the school website, Region 12 ESC job board, and on School Spring. As needed, job vacancies for special teachers, coaches or administrators are posted on websites at the Education Service Center and TASA, specific to the job opening. High quality staff development training is provided to include a myriad of campus options coupled with ESC Region 12 offerings. Immediate feedback is provided to teachers after walk-throughs or T-TESS evaluations.

Staff Quality, Recruitment, and Retention Needs

In order to continually recruit and maintain highly qualified teachers, the district must offer competitive salaries that compete with closer, larger districts in our geographic area. In regard to staff retention, it is important to provide the highest quality of resources needed for instruction. It is crucial that teachers are provided with technology required for more modern-technology/savvy students, along with “tech support” and technology training. Staff retention includes maintaining a high level of a support system with student discipline, support when family members or the teacher is recovering from injury or illness for an extended amount of time. Policies need to be considered for employees who run out of days for absence to utilize a bank of days donated by others willing to give. Keeping high morale includes maintaining a supportive secretarial, custodial, and maintenance staff. New teachers need to be assigned a mentor teacher to help with the transition to their specific campus, subject, etc. In addition, the district must provide additional support for new teachers to the district through monthly meetings and an assigned mentor to help with transition and learning.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction and assessment methods used by Valley Mills ISD teachers provide a high quality curriculum with effective resources needed for hands-on, student engagement in the classroom. The district maintains updated computers, iPads, Chromebooks, and allows students to access the internet on their own electronic devices in order to support research strategies. Each campus agrees on dates to test students to determine TEKS objectives mastered and those that need review. Use of TEKS Resource System, Eduphoria and Aware programs strengthen teaching strategies. Teachers will continue to attend special sessions regarding state assessment guidelines, strategies, methods, etc. typically presented through the ESC. Administrators and teachers monitor student grades, contact parents, and provide remediation at all campuses. Credit recovery opportunities are offered throughout the year as well as during the summer.

Curriculum, Instruction, and Assessment Strengths

Teachers teach objectives aligned with written, taught, and tested curriculum. There is a proactive use of data from benchmark and checkpoint tests in each classroom. Technology is integrated and updated frequently. Differentiated instruction is supported by administrative staff. The RTI model is strongly integrated at the elementary campus while tutoring, remediation, or accelerated learning is implemented at the secondary campuses. Credit recovery is offered in the summer while upper level classmen are provided the opportunity to take dual credit or articulated credit. Teachers collaborate with each other and administrators to ensure lesson plans reflect rigor. Substitute teachers go through required training, fingerprinting, and orientation before entering a classroom. These subs allow students to continue curriculum work designed by the teacher while the teacher is absent, thus allowing students to stay caught up and on schedule with scope and sequence.

Curriculum, Instruction, and Assessment Needs

Teachers need current resources and to build their own capacity in order to provide students the best educational opportunities. More resources that provide academic rigor and content complexity aligned to the TEKS are needed. Teachers require more professional development on writing and asking questions similar to those on the STAAR exams with rigor and different levels of higher order thinking skills. The district commits to providing quality staff development through ESC 12, Curriculum Director, and qualified staff. TEKS Resource System is needed to continue to guide teachers with content pacing and rigor. The district needs to maintain classrooms that are not over-crowded and continue its efforts to remediate students who fail STAAR exams. Materials and study periods are needed to prepare students to take the SAT/ACT exams. Students also need assistance with college applications and inquiries to universities and skill-based training organizations. CTE courses need to be expanded in the district. Utilizing content experts from outside the school district to support specific TEKS objectives in various classes will allow students to witness real-life application of learning. In addition, the implementation of TTESS and TPESS will allow teachers and administrators to focus on areas of need and growth and create professional goals aligned with

the campus and district needs.

Family and Community Involvement

Family and Community Involvement Summary

Parent and community involvement continues to be a focus area. Parents have access to grades and testing schedules through the parent portal allowing the opportunity to evaluate student progress and to set up conferences with teachers. Interest in the school district activities and supporting students and staff are a focus for most parents. Making information available to parents is an ever expanding task with new technology features evolving every year.

Family and Community Involvement Strengths

Families want to be involved with their students' school activities when they can afford the time. They look to various methods of staying updated. These include the school district website, postings on school signs, articles in the newspaper, letters and fliers from school teachers and administrators, and accessing the school Facebook page. Parents also gain information from School Messenger, Remind.com, and teacher webpages. Committees such as the District Advisory Council, Technology Committee and SHAC provide input from parents. School and city officials join together and support special initiatives and events. School booster clubs are made up of parents who work hard to raise money for special projects in the district. The school allows community members to utilize the high school library and use computers to complete job applications, higher education projects, etc. School sporting activities and extracurricular events always draw strong parent and community support.

Family and Community Involvement Needs

There is always a need to improve communication between parents, teachers, and school administrators. Parents want to support the school district in ways they are able. The district is finding ways to plan for and provide more opportunities for parents to participate and be a part of their child's academic education.

District Context and Organization

District Context and Organization Summary

Teachers at all three campuses work well together to share ideas, instructional methods, and work to achieve curriculum vertical alignment to promote student success. The library at the elementary school is new and updated. The elementary campus is organized by departments, similar to the secondary school design. Special education teachers work to assist 504 and special education students with learning and receive support from the Bosque County Special Education Coop. The elementary school features a large computer lab for its student population, while the secondary campus offers three computer labs to serve the needs of students. Cafeteria personnel work hard to develop menus and dishes that students like while meeting government requirements.

District Context and Organization Strengths

The district has a high quality educational staff with strong support staff in the secretaries, aides, custodial, and maintenance staff. Extra-curricular athletics and ag programs are strong at the high school level. Elementary teachers work together to have a theme for the year. Both campuses feature friendly atmospheres for visitors. Safety policies and procedures are in place and staff and students feel safe. Safety audits have been positive. School administrators work well with city officials and the police and volunteer fire department. Students have a positive learning environment and a “bring your own device” policy has been implemented to aid with research efforts in the classroom. Teachers are supported well by a district technology director who works daily with teachers who have technology needs, including repairs, training, or identifying new electronic programs. New phone systems have been implemented and every classroom now has a phone to aid in communication between administrators, teachers and students. Teachers have input during faculty meetings that help direct campus decisions and district policy-making. Cafeteria personnel are successful in serving students healthy food options. Students do not complain about food choices, but look forward to breakfast and lunch.

District Context and Organization Needs

Teacher training in effective ways to utilize the Eduphoria and TEKS Resource systems continues to be a priority. A focus on increased access to up-to-date technology for students and staff remains at the forefront for all campuses.

Technology

Technology Summary

Each campus has a variety of technological opportunities for both teachers and students. Classrooms are equipped with projectors and document cameras. They maintain updated computers in the classroom, computer labs, iPads, and 1:1 Chromebooks for high school students. Each teacher also has an assigned Chromebook. With the addition of the Assistant Principal of Instruction and Academic Technology, we will continue to further our efforts to expand instructional technology integration and student use.

Technology Strengths

Each student at the high school was issued a Chromebook for classroom and home use. Sets of iPads and Chromebooks as well as computer labs are available for classroom instruction and student utilization. Teachers continue to ask for professional development in the area of technology integration, wishing to expand their knowledge for purposes of student engagement and differentiation, as noted in teacher surveys and feedback.

Technology Needs

Districts must consistently seek ways to stay abreast of the ever-changing world of technological advances. We will explore more online assessments and ways to engage students instructionally. The district is also looking for more options for dual-credit online courses. The district also needs to provide resources to replenish outdated equipment.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- PDAS and/or T-TESS






Goals

Goal 1: All Valley Mills Independent School District students will achieve academic excellence.

Performance Objective 1: By Spring 2017, 90% of all students and each student group will meet established standards on the state assessment. The percentage meeting or exceeding Advanced Levels will surpass state averages.

Summative Evaluation: All students and each special population will exceed the state average on the STAAR tests and/or meet ARD expectations. The percentage meeting or exceeding Advanced Levels will surpass state averages.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) Focus on implementing a rigorous and relevant curriculum that is aligned with TEKS and state assessments.	2	Superintendent Principals Curriculum Director	Lesson Plans Walkthroughs PLC Meetings Assessments			
Funding Sources: Local Funds						
2) Continued implementation to ensure district curriculum is aligned with Readiness and Supporting Standards.	2	Superintendent Principals Curriculum Director	Assessment/Benchmark Results STAAR results			
3) Ensure vertical and horizontal alignment of the TEKS, CCRS, ELPS and Pre-Kindergarten Guidelines with all curriculum instruction and assessments.	2	Superintendent Principals Curriculum Director	Lesson Plans Walkthroughs PLC Meetings			
4) Ensure that the differentiated instruction is provided to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, and Dyslexia).	9	Principals Assistant Principals Interventionists Teachers	Lesson Plans Walkthroughs			
5) Focus on effective instructional planning, including standards, content objectives, processing opportunities for students, strategies for addressing academic vocabulary, and methods to formatively and summatively assess student learning.	2	Principals PLCs Curriculum Director	Lesson Plans Walkthroughs PLC Meetings			
6) Implement/maintain the ongoing use of campus web-based instructional programs for targeted content areas.	2, 9	Principals Interventionists Teachers	Curriculum Based Assessment Data			
Funding Sources: REAP, Local Funds, IMA Funds						
7) Use CBAs/unit assessments to monitor student progress.	2, 8, 9	Superintendent Principals	Assessment Schedule Assessment/Benchmark Results Intervention Plans			

8) Eduphoria Aware will be used to disaggregate student expectation data for each student and class including special populations such as special education and ESL for all core classes so that student weaknesses may be addressed with appropriate interventions	2, 9	Superintendent Principals	Data Analysis Summaries Action Plans			
	Funding Sources: Local Funds					
9) Work collaboratively within professional learning communities (PLCs) in ongoing data reviews to ensure data-driven decision making, instructional planning, and intervention/enrichment at all levels.	8, 9	Superintendent Principals Curriculum Director	Data Analysis Summaries Action Plans PLC meetings Lesson Plans			
	Funding Sources: Local Funds					
10) Implement the 4-5 professional development design to improve teachers' ability to design differentiated lessons that meet the diverse needs of all student populations and the professional goals of teachers.	4, 9	Superintendent Principal Curriculum Director	Lesson Plans Walkthrough Assessment/Benchmark Results			
	Funding Sources: Local Funds					
11) Identify and consistently implement Tier 2 and 3 interventions and Dyslexia/504 accommodations, including RtI teams and 504 committees.	9	Principals Interventionists	Lesson Plans Walkthroughs Committee Documentation (RtI, 504, ARD, LPAC, Attendance) Assessment/Benchmark Results			
12) Examine the effectiveness of the RtI process, with special population students, including homeless, dyslexic, special education, Section 504 students monitored and RtI activities provided when needed to ensure academic success.	9	Superintendent Principals	Lesson Plans Walkthroughs RtI Process Forms Assessment/Benchmark Results			
13) Special education students will be provided intensive effective interventions to address their individual needs so that the passing rates of special education students grades 3-12 improve in all areas.	2, 9	Principals Teachers	Assessment/Benchmark Results			
14) Develop and communicate writing expectations across all grade levels that include monitoring of student performance and portfolio processes.	2	Superintendent Principals Curriculum Director	Assessment/Benchmark Timelines and Results Lesson Plans Portfolio Expectations			
	Funding Sources: Local Funds					
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 1: All Valley Mills Independent School District students will achieve academic excellence.

Performance Objective 2: To exceed the number of LEP/ESL and Economically Disadvantaged students meeting the state standard on STAAR administrations in all tested subjects.






Summative Evaluation: All students and each special population will exceed the state average on the STAAR tests and/or meet ARD expectations. The percentage meeting or exceeding Advanced Levels will surpass state averages.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) Identify and provide all LEP Students an ESL program, including the school wide RTI model that develops proficiency in the comprehension, speaking, reading, and composition of the English language to ensure their success.	9, 10	Principals ESL Coordinator	Assessment/Benchmark Results			
2) Conduct professional development in ELL High-Yield strategies, with a focus on writing language objectives and embedding structured conversation, to assist teachers with planning and accommodating for the linguistic needs of ELL students to increase academic talk and writing opportunities in the classroom.	1, 9, 10	Principals Curriculum Director ESL Coordinator	Assessment/Benchmark Results Needs Assessment Results Lesson Plans Walkthroughs			
3) Monitor the percentage of LEP exemptions on STAAR and reduce if numbers go up.	9, 10	Principals ESL Coordinator	Assessment/Benchmark Results			
4) Monitor the number of parent denials for ESL program and reduce if numbers go up.	9, 10	Principals ESL Coordinator	Assessment/Benchmark Results			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: All Valley Mills Independent School District students will achieve academic excellence.

Performance Objective 3: To ensure early identification of students with dyslexia and provide instruction appropriate to individual needs which leads to academic success.






Summative Evaluation: All students and each special population will exceed the state average on the STAAR tests and/or meet ARD expectations. The percentage meeting or exceeding Advanced Levels will surpass state averages.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) Identify students with dyslexia or a related disorder and provide appropriate instructional services through early identification (including those 504 dyslexia students), intervention and RTI support through aligned SBOE, District, and Campus procedures and analyze annually through programs review and CNA components.	2, 10	Principals	Assessment/Benchmark Results Student Grades			
	Funding Sources: Local Funds					
2) Provide research based staff development for trained teachers of dyslexia students that use individualized intensive, multi-sensory, and phonetic methods to teach reading. Provide training for classroom teachers for understanding/awareness of dyslexia and related disorders.	9, 10		Assessment/Benchmark Results Student Grades			
	Funding Sources: Local Funds					
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						

Goal 1: All Valley Mills Independent School District students will achieve academic excellence.

Performance Objective 4: To ensure identification of qualified students and provide a continuum of services for Gifted/Talented students provided by G/T qualified teachers.

Summative Evaluation: All students and each special population will exceed the state average on the STAAR tests and/or ARD expectations. The percentage meeting or exceeding Advanced Levels will surpass state averages.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) Ensure written policies that include all components of the State Gifted and Talent Program policy are aligned with VMISD GT policy providing an advanced and challenging curriculum (includes all core academic areas) to all G/T students in all grades. (Included but not limited to furloughs, reassessment, exiting of students, transfer students, appeals regarding program placement.)	1, 10	Principals	Assessment/Benchmark Results Student Grades			
2) Provide opportunities for all professional staff to obtain 30 hours of G/T training to ensure all are GT certified, with access to annual 6 hour update.	10	Principals	Staff Development Records			
Funding Sources: Local Funds						
3) Conduct annual CNA programs survey of the GT program.	1	Superintendent Principals	Needs Assessment Results			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: All students will graduate prepared to transition into post-secondary education or careers.

Performance Objective 1: All students will be prepared for 'real world' entry after graduation.

Summative Evaluation: Dropout rate of 0% and a graduation rate of 100%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) Increase the use of research-based instructional strategies, interventions, and accommodations to close achievement gaps and increase credits.	2	Principal	Lesson Plans Walkthroughs Assessment/Benchmark Results			
2) Ensure that college and career assessments are administered at a minimum, as follows: (a) Readiness - Middle School (b) PSAT - Grade 10 (c) NMSQT - Grade 11	2	Principal Counselor	Number of students participating			
Funding Sources: Local Funds						
3) Develop and monitor Student Plans as follows: (a) Four-Year Graduation Plans for all students beginning in 8th grade to increase Recommended and Distinguished Graduation rates. (b) CTE Coherent Course Sequence Plans (c) Personal Graduation Plans for At-Risk Students	2, 9	Principal Counselor	Each student beginning at Grade 8 has a Four-Year Graduation Plan, Career Plan and PGP Evidence that counselors are meeting with students to target graduation completion			
4) Increase AP/Dual Credit course options through continued partnerships with higher education.	2	Superintendent Principal Counselor	Course Catalog MOUs AP/Dual Credit Course Sections Graduation Plans			
5) Align CTE course options and develop coherent course sequence plans to increase business and industry certification and licenses.	2	Superintendent Principal Counselor	Course Catalog Options Student Career Plans Number of Partnerships Certifications and Licenses			
Funding Sources: Local Funds						
6) Ensure students maintain course credits through alternative credit options, including the development of an EOC tracking system.	2, 9	Principal Counselor	Odysseyware Report Course Completion Records Transcripts			
Funding Sources: REAP - \$6000.00						



= Accomplished



= Considerable



= Some Progress



= No Progress








= Discontinue

Goal 2: All students will graduate prepared to transition into post-secondary education or careers.

Performance Objective 2: 100% of teachers will implement and use technology to increase the effectiveness of the digital learner, instructional management, staff development and administration.

Summative Evaluation: Increase STAAR percentage at Post-Secondary Readiness Scores by 5% for all subject areas.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) Ensure that district and campus leaders have a shared vision, policies, and procedures that encourage innovation with technology that will increase student achievement.	2	Superintendent Principals	Lesson Plans Walkthroughs Leadership Team Agendas			
2) Develop a district needs assessment and 3-Year Technology Plan to Phase-In new technology.	2	Superintendent ESC 12 Technology Support Staff	Needs assessment Technology Phase-In Plan			
3) Develop a professional development Phase-In Plan for purposeful integration of technology into teaching and learning.	4	Superintendent Principals	Lesson Plans Walkthroughs Increased Use of Technology			
4) Ensure that all support staff receive adequate training to perform job functions using technology.	4	Superintendent Principals	Increase use of technology and software options for all support staff personnel.			
Funding Sources: Local Funds						
5) Ensure that all Technology Application TEKS are met at each grade level through the integration of technology in all subject area TEKS.	2	Principals	Lesson Plans Walkthroughs			
6) Assist campus leadership in purchasing and utilizing technology that will foster a productive and innovative learning environment, particularly for secondary access to advanced academics courses and resources.	2	Superintendent Principals	Leadership Team Meeting Agendas Budget Planning Documents			
Funding Sources: Local Funds, IMA Funds						
7) Review high school graduation PGP (Personal Graduation Plans) requirements through tutoring, counseling, and academic interventions for all students and target those not passing STAAR in 2014-2015 to ensure success.	9	Principal Counselor	PGP's Assessment/Benchmark Results Schedules			
Funding Sources: REAP, Local Funds						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Recruit, develop and retain qualified and highly effective personnel.

Performance Objective 1: 100% of core academic classes will be taught by teachers who are appropriately certified.

100% of paraprofessionals with instructional duties will meet state requirements. The LEA will recruit and retain talented teachers.






Summative Evaluation: 100% of all classes will be taught by appropriately certified teachers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) All teachers (certified in their assigned teaching area) and paraprofessionals (will demonstrate proficiency through a college program, ESC 12 Course, or successful completion of the Paraprofessional Assessment of Knowledge and Skills component) will be hired for all VMISD campuses.	3, 10	Superintendent Principals	Transcripts Staff Development Records PAKS			
2) Campus and District Site-Base Committees will develop and approve professional development activities based upon professional development survey results and identified instructional needs for all areas including but not limited to: district initiatives; academic priorities; technology; new teachers professional development; implementation of district programs; and maintenance of proper certification for all staff such as GT, ESL, SPED, RTI Intervention strategies including AT-Risk Students.	4	Superintendent Principals Curriculum Director	Professional Learning Calendar Staff Development Records Walkthroughs Assessment/Benchmark Data			
3) Continue district compensation programs to demonstrate appreciation for staff, i.e. stipends for master's degree.	5	Superintendent Principals	Budget Records Employee Pay Sheets			
Funding Sources: Local Funds						
4) Maintain effective and efficient VMISD personnel policies.	2, 3, 5	Superintendent	TASB Policies			
5) Contract with Region 12 ESC to provide staff with training opportunities throughout the school year in specifically targeted areas.	2, 4, 5	Superintendent Principals	Professional Development Records			
Funding Sources: Local Funds, Title I, Part A						
6) Implement professional development aligned to needs identified in data analysis.	1, 4, 5	Superintendent Principals Curriculum Director	Teachers attending Training Follow-up Sessions Lesson Plans Walkthroughs			
Funding Sources: Local Funds						
7) Create a support system for new teachers by creating monthly meetings for feedback and learning, and by assigning mentors to assist in the transition.		Superintendent Curriculum Director	Attendance to meetings Follow up sessions Teacher Feedback and reflection			
8) Provide training for paraprofessionals to understand standards and expectations, address instructional needs in the classroom, and to define specific instructional duties within the classroom.		Superintendent Curriculum Director	Attendance to meetings Follow up sessions Walkthroughs			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Enhance and build positive perceptions, relationships, and collaboration among families, community, and staff.

Performance Objective 1: Develop and utilize a variety of strategies to ensure communication with all parents and community members regarding school news/information, student achievement, meetings, and training sessions.






Summative Evaluation: At least 90% of students' parents/family members participate in at least one school sponsored academic activity for/with their child(ren).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) Update district website regularly to provide effective communication within the district and with the community.	6	Superintendent	Increased Parent/Community feedback and involvement			
Funding Sources: Local Funds						
2) Utilize multiple means of communicating promptly and proactively report the district happenings and news to parents and the community, i.e., newsletters, website, marquees, School Messenger, School App, Twitter, and Facebook.	6	Superintendent Principals	Increased Parent/Community Involvement			
Funding Sources: Local Funds						
3) Explore options for partnerships with community members, businesses, and parents to volunteer, to mentor or tutor students, and donate to the success of VMISD students.	2, 9	Superintendent Principals	Assessment/Benchmark Results			
Funding Sources: Local Funds						
4) A Campus-Parent Compact will be provided at each Title I campus to every parent in order to promote parental involvement in each child's academic progress.	2, 6	Superintendent Principals	Increased Parent Involvement Increased Academic Achievement			
Funding Sources: Local Funds						
5) The district and each campus will provide trainings to families through Family Nights and Academies that are informational to their academic levels and needs.	2, 6	Superintendents Principals	Increased Parent Involvement Assessment/Benchmark Results			
Funding Sources: Local Funds						
6) Campuses will provide a campus communication to parents so that they can be updated on new activities on the campuses.	6	Superintendent Principals	Documents: Newsletters; District Website; School Messenger; Twitter; Facebook			
Funding Sources: Local Funds						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All Valley Mills Independent School District students are provided a safe, secure, and healthy learning environment.

Performance Objective 1: To maximize district resources through effective utilization of facilities, financial resources, and personnel.

Summative Evaluation: District fund balance will sustain at least a balance equal to three-month operating expenses. VMISD will begin the process of developing a long-range facilities master plan.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Jan	May	July
1) Facilities will be monitored to decrease opportunities of unsafe situations and of entrance into building by unauthorized people.	2	Superintendent Principals Teachers	Cameras			
2) Involve parents to ensure that student attendance meets participation rate standards while enforcing compliance with attendance laws and strive for a 96% attendance rate and inform parents of student progress.	2	Superintendent Principals	Six Weeks Reports Assessment/Benchmark Results			
Funding Sources: Local Funds						
3) Perform timely and effective preventative maintenance on district equipment such as HVAC units, ice machines, dishwashers, and cafeteria equipment.	2	Superintendent Maintenance Director Principals	Maintenance Schedule Work Orders			
Funding Sources: Local Funds						
4) Maintain the appearance of all grounds surrounding district facilities.	2	Superintendent Maintenance Director	Maintenance Schedule Work Orders			
Funding Sources: Local Funds						
5) Develop a vehicle maintenance plan and schedule.	2	Superintendent	District Vehicle Plan			
Funding Sources: Local Funds						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

District Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	14			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	2			\$0.00
2	1	2			\$0.00
2	1	5			\$0.00
2	2	4			\$0.00
2	2	6			\$0.00
2	2	7			\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
5	1	2			\$0.00

5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
Sub-Total					\$0.00
REAP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	1	6			\$6,000.00
2	2	7			\$0.00
Sub-Total					\$6,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00
Sub-Total					\$0.00
IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	2	6			\$0.00
Sub-Total					\$0.00
Grand Total					\$6,000.00