

Prairie Valley ISD District Improvement Plan

2018-2019

MEMBERS OF COMMITTEE:

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DATE OF ANNUAL PUBLIC MEETING: **August 2018**
DATE OF ANNUAL BOARD APPROVAL: **October 2018**

Prairie Valley ISD Motto

"Never give up. Never give in."

PRAIRIE VALLEY ISD EDUCATION MISSION

The mission of Prairie Valley ISD is to ensure that all of our children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities. That mission is grounded on the conviction that a school is directly related to a strong, dedicated, and supportive staff family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

PRAIRIE VALLEY ISD EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: Prairie Valley ISD Students will score, on average, higher than the state's average on standardized tests.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessment Process Statement

The Prairie Valley ISD District Improvement Team met on February 28th and May 16th to complete the Comprehensive Needs Assessment and write the district improvement plan. After reviewing the data packet compiled by central administration, the group evaluated the previous year's district goals and performance objectives. A summary of the findings is listed in this plan. A closer review of the data followed. The team reported on their analysis and identified significant findings. A collaborative discussion process was utilized to review concerns and celebrations. This was followed by the creation of a recommended list of priorities which is also listed in the plan. New performance objectives were discussed and written, followed by appropriate strategies, timeline, benchmark assessments, resources, etc. for each goal and performance objective.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

YEAR: 2018-2019

<p>Data Sources Reviewed:</p> <ul style="list-style-type: none"> • TAPR Report • Employee Records • STAAR/TPRI Results • Surveys • DMAC/Lead4ward 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Enrollment increased due to improved student achievement and providing a positive atmosphere	Increase enrollment by 3% to stabilize current numbers	Implement strong academic programs and improve facilities to help increase enrollment.
Student Achievement	STAAR results showed an 83% passing rate for the district average in 2017-2018; progress measure met on target students	Student Progress percentages need to improve by 5 points; Aligned framework for delivery of instruction to increase student opportunities for engagement and learning; RTI program improvement	Progress to be monitored using DMAC and Lead4ward software; Training teachers to disaggregate data from previous tests and benchmarks to prepare students for STAAR; “bubble kids” need to be involved in RTI more so
School Culture and Climate	Positive Student and Teacher morale; Improvements made in the area of shared decision making among staff and administration.	Tracking of concerns, complaints and resolutions; training our teachers to recognize signs of abuse, neglect, other safety-related situations, training our teachers to implement restorative discipline practices	Using feedback from students, teachers, parents and the community to make decisions at all levels of organization; Implementation of programs into curriculum (ie. anti-bullying and child abuse, restorative discipline)
Staff Quality/ Professional Development	Our staff was 100% Highly Qualified and attended at least 12 hours of PD each this summer prior to in-service; staff retention is above average for the field of education	More strategic plan for STAAR Preparation and Inclusion Strategies for professional development	Region 9 PD offerings to be utilized by teachers in their specific tested subject areas; ensure paraprofessionals that help with Inclusion are trained appropriately, assist our new teacher with the professional development certification test

Curriculum, Instruction, Assessment	Aligned curriculum to state standards; Enhanced the understanding of rigor and relevance	More RTI time; Improve on disaggregation of data by teachers to place Tier I, II, and III students appropriately	Training on the use of DMAC and Lead4ward to help determine RTI tier levels of each student; vertical alignment within subject areas from PreK-5 th grade
Family and Community Involvement	Meet the Teacher Night attendance improved; Campus Improvement Team meetings are more effective in decision making; Communication with parents has improved.	Increase numbers in social and electronic communication with parents and students; Parent education regarding instructional practices and "how to help at home" strategies	Using resources from Region 9 and our library services to offer monthly classes or newsletters to parents, change the name to "Bulldog Parent Pack" from Booster Club as to attract more non-athlete parents.
School Context and Organization	Transition from PreK to Kindergarten, elementary to junior high, junior high to high school and from senior to college or work force has been efficient and successful.	More collaboration and common planning time for teachers to vertically align instruction, transition involvement of all high school teachers, not just CTE teachers	Teachers to be moved to a position in which they will be more effective and beneficial to our student body, education of all teachers regarding transition
Technology	Emphasis on student use of technology in the classroom has improved; increased number of teachers that have embedded technology into the forefront of their lessons;	More computers are needed in Ag and FCS classes because CTE classes are lacking in the hardware and software needs to certify students in the appropriate areas; chromebooks are needed to improve Dual Credit, virtual classes	Region 9 CTE liaison assistance with Microsoft and Welding certifications; training of staff to provide more certifications to fulfill endorsement graduation requirements; technology integration at all levels

GOALS FOR 2018-2019

Goal #1: Students are challenged to meet their full educational potential.							
Performance Objective(s):	1. All students will meet at least Approaching Grade Level on STAAR/EOC tests.	2. Student attendance rates will be assessed continually.	3. Drop Out Rates/Graduation Rates will be assessed continually.	4. Transition to Kindergarten, junior high and high school will be smooth and successful.			
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (Code by #)
Teacher preparation to improve student higher order thinking skills, concepts of measurement, and written composition	Principal, Region 9 Professional Development and Curriculum specialists	TEKS Resource System, DMAC, Texas Gateway, Region 9 Curriculum and Professional Development opportunities	Summer for 12 hours + of professional development , ongoing throughout school year	Lesson Plans, Professional Development certificates	STAAR/EOC Scores, student growth measurements	Formative- using data throughout year to monitor progress Summative- STAAR/EOC results, Student Growth results	1, 4
Students at risk of failing will attend STAAR prep classes, tutoring or RTI time	Principal, Teachers	Released tests for practice, benchmarks found on TEKS resource or teacher created	On-going from August to May	RTI documentation, attendance records for STAAR prep classes	STAAR/EOC scores, student growth measurements	Formative- using data throughout year to monitor progress Summative- STAAR/EOC	2, 9

						results, Student Growth results	
Students with a poor attendance record will be identified and intervention will occur	Principal, attendance clerk	Region 9 truancy specialists, Montague County Co-Op	Ongoing from August to May	Daily attendance records, Attendance Review Committee meeting agendas, behavior management plans	Attendance rates, behavior management documentation	Formative and Summative- Attendance rate improvement	10
Drop Out prevention strategies will be implemented at all levels to promote graduation and/or college readiness.	Principal, Counselor, SHAC committee	Region 9, counselor's expertise	Ongoing from August to May	Home visit documentation, graduation plans, programs developed by SHAC	Drop Out Rate, Graduation Rate	Formative and Summative- Drop Out rate of 0% and Graduation Rate of 100%	10
Transition skills will be taught so that student moving from PreK to Kindergarten, 5th grade to 6th grade and 8th grade to 9th grade and 12th grade to college will be prepared for the next level of education.	Principal, Teachers, Counselor, SPED employees	Montague County Co- Op, Counselor's expertise, professional development	Ongoing, with emphasis in spring semester	IEP documentation, vertical alignment plans, sequencing of coursework	Student growth measurements, benchmarks	Formative- using data throughout year to monitor progress Summative- End of Course Exams, STAAR tests, TPRI results	2, 7, 10
Goal #2: The district will increase enrollment by improving facilities and improving community relations.							
Performance Objective(s):	1. Enrollment will increase by improving facilities through maintenance	2. Enrollment will increase through increased public					

	improvements and additions.	relations efforts.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Renew billboard lease in Nocona and place Transfer advertisements periodically in local newspapers	Superintendent, School Board, Principal	Local	Summer advertisements for transfers, spring for registration; Billboard renewal in October of 2018	Lease renewal documentation, copies of newspaper ads and Facebook post history	Enrollment data	Formative- six week roster reports Summative-comparison of 2017-2018 enrollment to 2018-2019	1
Continuing the exterior painting and upgrades of technology labs, Ag barn and gymnasium	Superintendent, School Board	Local	Summer 2018, and ongoing through fall semester until completed	School board approval, purchases for CTE classrooms, improved appearance of all facilities	Enrollment data	Formative- six week roster reports Summative-comparison of 2017-2018 enrollment to 2018-2019	1
Sharing through social media our student academic and athletic successes and high school student community service efforts	Principal	Local, Social Media outlets, newspapers	Ongoing all year, even in summer	All posts on social media and copies of newspaper articles	Enrollment data	Formative- six week roster reports Summative-comparison of 2017-2018 enrollment to 2018-2019	1

Goal #3: Parents will be full partners with teachers in the education of their children.							
Performance Objective(s):	1. Parental attendance at informational meetings and events will increase by 10%.	2. Parents will be informed of proven strategies on how to effectively assist their child with homework and reading.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (Code by #)
Meetings and programs will be held in conjunction with other school activities to increase attendance.	Principal, Teachers	Local	Ongoing August to May throughout the year	Flyers, social media posts, letters home	Sign in sheets, attendance tracking	All student and parent participation numbers	6, 10
Parent and student programs will be offered to promote literacy and support of our students	Principal, Counselor, Teachers, Librarian	Local	Ongoing August to May throughout the year	Flyers, social media posts, letters home	Sign in sheets, parent feedback, student feedback, student growth in areas targeted	Formative-student growth measurement Summative-overall parent involvement feedback through surveys and impact	6, 10

Goal #4: Highly qualified staff will be recruited, developed and retained so that students receive the best possible instruction.

Performance Objective(s): 1. 100% of our teachers and paraprofessionals will be highly qualified. 2. Incentives and professional development will be available for teachers to become HQ and more prepared for all learning strategies. 3. Provide mentors for all teachers so that our staff will feel comfortable when new or when in need of support.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Conduct recruitment activities to ensure HQ personnel in all positions	Superintendent, Principal	Local	Spring and summer	Joining in job fairs and college recruitment programs	Increased number of applicants for job openings, which provides a wider pool from which to choose the absolute best candidate	Providing a highly qualified pool from which to hire	3, 4, 5
Establish an effective mentoring system for teachers in order to retain HQ staff	Principal	Local	Summer	Assignment of mentors to new teachers and	Teacher feedback, student growth	Formative-continual support of program	3, 4, 5

				teachers in need of support		Summative-teacher and mentor surveys	
Data from all teachers and paraprofessionals will be analyzed to ensure all are requirements are met.	Human Resources, Principal, Superintendent	Local	Prior to beginning of school year	Documentation in teacher files and service records	Student growth	Formative-teacher evaluations Summative-student growth and teacher summatives	3, 4, 5
Provide incentives for teachers to attain ESL/GT and additional certifications to improve the overall professionalism of our staff	Superintendent, Principal	Local	Ongoing through summer PD and within school year as opportunities exist	Teacher certification additions and professional development certificates	Student growth as a result of new programs and strategies implemented by such teachers	Formative-discussions with teachers throughout the year Summative-additions to teacher certifications and PD	3, 4, 5
<p>Goal #5: Ensure that all school related programs are successful by providing the necessary resources and support so that all students of all abilities and backgrounds are met.</p>							
Objective(s):	1. All students will have the necessary resources to become	2. All students will attend school in a safe, orderly					

successful citizens. and positive environment.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Create and maintain classes and activities that will prepare students for a changing job market.	Principal, Teachers	Region 9, Local	Ongoing	Class schedules and student elective choices	Student growth, increased participation in CTE courses and clubs	Formative-student engagement Summative-final course numbers	8, 9, 10
Increase academic opportunities for all students regardless of their socioeconomic status, discipline history or special education placement.	Principal, Teachers, SPED employees	Region 9, Montague County Co-Op, Teachers	Ongoing	Class schedules, student IEP	Student growth, increased participation of at risk and SPED students in CTE courses, restorative discipline in action	Formative-student engagement Summative-final course numbers	8, 9, 10
Create and maintain dating violence prevention, bullying prevention, intervention and safety plans to ensure a safe school environment.	Principal, teachers, SHAC committee	Region 9, SHAC	Ongoing	Program implementation, sign in sheets, visible safety procedures/plans	Decrease in disciplinary action for violence/bullying, improvement in student morale and character	Formative and Summative-overall shift in student climate and attitude toward each other	8, 9, 10
Maintain programs to promote proper nutrition, anti-drug, alcohol and tobacco use, and physical fitness awareness.	Principal, teachers SHAC committee	Region 9, SHAC	Ongoing	Program implementation, teacher lesson plans	Decrease in disciplinary action for illegal drugs, improvement in student results on FitnessGram	Formative and Summative-overall shift in attitude toward a healthy lifestyle	8, 9, 10



District Parental Involvement Policy

Prairie Valley ISD

2018-2019

PART I. GENERAL EXPECTATIONS

Prairie Valley ISD agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See Enclosure)
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Prairie Valley ISD will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- a. Invite parents to join the District Improvement Team
- b. Provide a survey to parents regarding their child's education

2. Prairie Valley ISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- a. District Improvement Team, which includes parents, will develop a needs assessment and improvement plan yearly
- b. Ensure parents play an active role in analyzing data from surveys and yearly reviews

3. Prairie Valley ISD will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- a. Advertising through social media outlets including local newspapers and social media applications on computer devices such as Facebook, Twitter and Instagram.
- b. Hold the meeting in conjunction with Meet the Teacher night, which is typically well-attended by parents.
- c. Hold the meeting in conjunction with Meet the Bulldogs Pep Rally, which is typically well-attended by parents.

4. Prairie Valley ISD will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- a. Hosting the Title I meeting during Meet the Teacher night.
- b. Providing Parent Portal access at all times so that parents may view their student's gradebook and attendance at their convenience.

- c. Providing syllabi for courses provided.
- d. Providing STAAR report card and information on how to access the TEA's Student Portal.
- e. Provide progress reports and report cards in a timely manner to communicate their child's progress.

5. Prairie Valley ISD will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by providing a meeting with the parents, teachers and administration.

6. Prairie Valley ISD will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by providing hard copies instructions on how to access the TEA's Student Portal.

7. Prairie Valley ISD will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by sending a note home in the mail with parent signature required so as to confirm parent notification.

8. Prairie Valley ISD will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A, how to monitor their child's progress, and how to work with educators

9. Prairie Valley ISD will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by providing educational activities that involve parents and children, hosted by the school.

10. Prairie Valley ISD will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by involving parents on the District Improvement Team and sending home "checklists", "how-to's" and pamphlets that provide the information necessary.

11. Prairie Valley ISD will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing a list of opportunities on our website and through social media outlets.

12. Prairie Valley ISD will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs, as evidenced by members of the District Improvement Plan. This policy was adopted by the Prairie Valley ISD School Board on October 1, 2018 will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2018.



Signature of School Board President



Date