

Prairie Valley ISD District Improvement Plan

2020-2021

MEMBERS OF COMMITTEE:



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| LISA SADLER | ADMINISTRATION | PRINCIPAL |
| STACEY WARD | TEACHER | SECONDARY |
| NEVA COZART | TEACHER | ELEMENTARY |
| SHARI HILTON | TEACHER | ELEMENTARY |
| KIM JOHNSTON | PARAPROFESSIONAL | ALL LEVELS |
| JESSE KINCY | SPECIAL EDUCATION | ALL LEVELS |
| MARLA ROOF | PARAPROFESSIONAL | ALL LEVELS |
| STEFANIE HORTON | COMMUNITY | ALL LEVELS |
| LAURIE RITCHIE | BUSINESS | SECONDARY |
| ANNE NEUGEBAUER | PARENT | SECONDARY |
| KAYLIE YEARGIN | PARENT | ELEMENTARY |

DATE OF ANNUAL PUBLIC MEETING: **August 6, 2020**

DATE OF ANNUAL BOARD APPROVAL: **October 2020**

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 December 11th, and virtually on May 21st, due to COVID19, 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. We used 2018-2019 STAAR data to help guide our academic goals due to the waiver of all STAAR tests in the spring of 2020. Goals and needs changed drastically due to the months of school closure. Those strategies were addressed and placed in this CNA.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

YEAR: 2019-2020

| Data Sources Reviewed: | | | |
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| <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 | 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 80% passing rate for the district average; 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. |
| 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 | 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) |
| Staff Quality/ Professional Development | Our staff was 100% Highly Qualified and attended at least 12 hours of PD each this summer prior to inservice; 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. |

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| 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 |
| 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 | Teachers to be moved to a position in which they will be more effective and beneficial to our student body |
| 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; All hard wiring was replaced and improved internet speed and capabilities. | Updated computers are needed because CTE classes are lacking in the hardware and software needs to certify students in the appropriate areas; Chromebooks and laptops 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 2020-2021

| Goal #1: Students are challenged to meet their full educational potential. | | | | | | | |
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| 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 |

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| | | | | | | 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. | | | | | | | |
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| Performance Objective(s): | 1. Enrollment will increase by improving facilities through maintenance improvements and additions. | 2. Enrollment will increase through increased public 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 | Local | Summer advertisements for transfers, spring for registration; Billboard renewal in Spring of 2021 | Lease renewal documentation, copies of newspaper ads and Facebook post history | Enrollment data | Formative- six week roster reports Summative- comparison of 2019-2020 enrollment to 2020-2021 | 1 |
| New addition of the multipurpose building; cafeteria/kitchen/locker rooms/bathrooms/offices/storage; continuance of small cosmetic upgrades around existing building. | Superintendent, School Board | Local | Summer 2020, and ongoing through fall semester until completed | School board approval, improved appearance of all facilities | Enrollment data, satisfaction surveys of parents and teachers | Formative- six week roster reports Summative- comparison of 2019-2020 enrollment to 2020-2021 | 1 |

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| 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 2019-2020 enrollment to 2020-2021 | 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 |

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| 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 |
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| 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 #) |
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| 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 teachers in need of support | Teacher feedback, student growth | Formative-continual support of program Summative-teacher and mentor surveys | 3, 4, 5 |
| 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> | | | | | | | |
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| <p>Objective(s):</p> | | <p>1. All students will have the necessary resources to become successful citizens.</p> | <p>2. All students will attend school in a safe, orderly and positive environment.</p> | | | | |
| 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 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. | Formative-student engagement Summative-final course numbers | 8, 9, 10 |

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| 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 |