

Zavalla Independent School District District Improvement Plan 2011-2012

District ID: 003906

Date of Board Approval: October 27, 2011

Mission Statement

The Zavalla Independent School District will provide a safe environment for all students and personnel while providing an instructional program which will result in high levels of academic expectation and achievements for all students. There will be an environment of mutual respect, communication, and support between and among school personnel, students and the community of Zavalla.

Long Range Goals

1. All students will receive quality instruction in the core areas of reading/language arts (writing), mathematics, science, and social studies.
2. All students will be taught by highly qualified teachers.
3. Our district environment will be safe, drug free and conducive to learning.
4. Parents and community members will be involved in the education of the students.
5. All At-Risk students in the district will reach proficiency or better in reading/language arts (writing), mathematics, science, and social studies.
6. All students (K – 12) will be proficient in the use of technology.
7. Special programs will be designed to meet the educational needs of students with diverse or challenging learning styles.

State Compensatory Education Statement

Zavalla ISD is a Title I School-wide District. State compensatory education funds are used in conjunction with local and federal funds to pay salaries and support educational programs for all students. During the 2010-2011 year, there were 10.25 FTE's paid with state compensatory education funds for a total of \$391,578.89.

In accordance with *Texas Education Code Sec. 29.081* Zavalla ISD will provide appropriate compensatory, intensive, or accelerated instructional services for students not performing satisfactorily on a state assessment instrument (Texas Primary Reading Inventory/Texas Assessment of Knowledge and Skills), or students who are at risk of dropping out of school. The program is designed to enable the students to be performing at grade level at the conclusion of the next regular school term.

District Board of Trustees

Kevin Roebuck	President
Craig Cryer	Vice-President
Jamie Dykes	Secretary
Ernest Bryan	Member
Simon Lee	Member
Greg Machann	Member
Carlene White	Member

Campus/District Improvement Team

Ryan Fuller	HS Principal
Dianne Croom	Elem Principal
Sharla Oliver	Teacher
Elaine Havard	Teacher
Donna Hudspeth	Teacher
Regina Hudspeth	Teacher
Sarah Wise	Special Programs
Tim Evans	Parent
DeLisa Jordan	Parent
Molly Mills	Committee Chairperson

Comprehensive Needs Assessment

Comprehensive Needs Assessment Process

The Site Based Decision Making Committee met to review the Campus Improvement Plans, the Comprehensive Needs Assessment, and Parental Involvement Surveys. All needs were considered when developing this District Improvement Plan. Consideration was given to the unavailability of state assessment scores for 2011-2012 when drafting the DIP. SBDM agendas and minutes reflect this process.

Summary of Prior Year's Program Evaluation

The SBDM Committee was broken into groups to evaluate our prior year's programs and plan. Upon completion of this evaluation, findings included: 1. Students achieved small improvements in state assessment scores by utilizing interventions, team and RTI meetings, tutorials, data disaggregation with dmac and INova, and relevant material selection. Selection of materials aligned to the new STAAR for reading, math, science and writing will be investigated and ordered. 2. CSCOPE will continue to play a major role in the curriculum. 3. Student use of technology programs and applications needs to be increased. 4. Strides were made with parent involvement through special celebrations on the elementary campus, parent conferences and parent contacts. More success is needed in involving parents in staying up-to-date with student assignments and curriculum. More communication through technology and more parent volunteers and mentors will be encouraged. 5. Benchmark tests proved to be very successful in helping plan for TAKS success. 6. The plans for increasing feelings of safety, student motivation and positive campus environment were successful, and the attendance rate reflected that children liked to come to school. Teachers feel safe at work. With the completion of the new building and construction on the elementary campus, safety measures can be more easily practiced and security increased. 7. Current improvements and planned improvements on the high school will improve pride on the campus.

Provide a narrative SUMMARY of review of the following data analysis. Items in BOLD are required by TEC or NCLB.

Data Analysis	Sources	Summary of Findings
TAKS Data Campus/Grade Level TAKS Objective Ethnic Groups Economically Disadvantaged LEP Gender At Risk	Sources: AEIS Report TAKS Data State Acct. Report AYP Report PEIMS Report	A variety of data was collected from DMAC, AEIS, AYP, and INOVA. The data showed a continued weakness in the areas of Science and Mathematics at the High School level. With the implementation of CSCOPE curriculum we are seeing small improvements.

<p>Other Assessments TAKS-M TAKS-Alt Academic Records of Migrant Students TPRI</p>	<p>AEIS Report AYP Report SPED Assessment Data RPTE II / TPRI Data Local Benchmark Data</p>	<p>The Passing Rate for TAKS ALT for 2010-2011 was 100% The Passing Rate for TAKS M for 2010-2011 was 50%</p>
<p>Attendance Rate District/Campus Grade Level Ethnicity/Gender</p>	<p>Attendance Records Truancy Reports AEIS Reports AYP Report</p>	<p>The Attendance Rate was 95.9%</p>
<p>Dropout Rate Grade Level Ethnic Group Economically Disadvantaged Special Education LEP Gender</p>	<p>AEIS Report State Accountability Report AYP Report PEIMS Reports PBMAS Report</p>	<p>The Graduation Rate was 100% 15.6% Graduated under the Minimum Program 84.4% Graduated under the Recommended Program The Annual Drop Out Rate was 0.5%</p>
<p>Program Effectiveness Special Education Gifted and Talented ESL/Bilingual Title I State Compensatory Education Career and Technical Education Migrant Homeless SAT/ACT Scores (high school) AP/Dual Enrollment (high school) Dyslexia Technology Transitions Graduation Diploma Type (Minimum, Recommended, DAP) Parental Involvement Number of Students in a class</p>	<p>AEIS Report PBMAS Report % of AP/Dual Enrollment Classes Scores on AP/Dual Enrollment Exams Multi-Hazard Emergency Operations Plan Security Audit SAT/ACT Scores Tutorial / Remediation Data Communications to Parents Teacher Conference Records Telephone Logs Master Schedule Special Ed Referrals SBDM Minutes</p>	<p>Special education numbers continue to drop, which can be attributed to intervention in the early grades. CATE students are taking certification exams Parental involvement is encouraged through letters, call-outs and PTO meetings. The student-teacher ration does not exceed 22:1 The EOP was updated in June 2011. A security audit was conducted by the Audit Team in May 2011. Meet the Teacher Night, Report Card Pick Up Night and Grandparent’s Night were successful in improving Parental Involvement. The class ratio of 22:1 has not been exceeded. The Average SAT Score for 2009 was 858. 56% of the students in 2009 Graduated College Ready in Mathematics. 52% of the students in 2009 Graduated College Ready in English Language Arts</p>

<p>Discipline/Classroom Management Safe and Drug Free Schools Discipline Referrals ISS Mandatory DAEP Placement Discretionary DAEP Placement School Violence Incidence Data Tobacco, alcohol, and other drug-use incident data</p>	<p>Discipline Records PEIMS 425 Record Counselor Records Telephone Logs</p>	<p>There were no instances of weapon violations in the 2010-2011 school year. There were 2 incidents of drug violations which resulted in DAEP placements. The HS had 36 ISS assignments. The Elementary had 6 ISS assignments.</p>
<p>Staff Development Needs Involvement of Teachers in decisions regarding Staff Development Title I Title II (Teacher & Principal) Title II (Technology) Title III (English Language Acquisition) Title IV (Safe & Drug Free) PDAS Teacher Certification/High Needs/HQ Areas Identified by TAKS Disaggregation Program Needs</p>	<p>PDAS Teacher Self Reports District Staff Development Records Teaming/Staffing Minutes and Reports</p>	<p>Teacher needs are considered when making staff development plans through the site based decision making committee.</p>
<p>Surveys Staff surveys Parent surveys Other surveys</p>	<p>Staff surveys Parent surveys Other surveys</p>	<p>Zavalla ISD conducts staff, parent, and special program surveys annually.</p>

Key to Program Budget Codes and Title I Schoolwide Components

Program Budget Codes		Title I Schoolwide Components	
Abbreviation	Program	Abbreviation	Component
T IA	Title I, Part A	CAN	Campus Needs Assessment
T IC	Title I, Part C (Migrant)	RS	School Reform Strategy
T IIA	Title II, Part A (TPTR)	HQ	Highly Qualified
T IID	Title II, Part D (Technology)	PD	Professional Development
T IV	Title IV (Safe & Drug Free Schools)	ER	Employee Recruitment
SCE	State Compensatory Education	PI	Parental Involvement
OEYP	Optional Extended Year	T	Transition
AMI / ARI	Accelerated Math/Reading Instruction	TIA	Teacher Input in Assessment
LOCAL	Local Funds	AMI	Assistance for Mastery
T III	Title III (Bilingual, ESL)	CIS	Coordination / Integration of Services

Curriculum, Instruction and Assessment

Goal(s)	Continue to improve academic performance in all areas.						
Performance Objectives	By May 2012, all students will pass coursework and state standardized assessments.						
Summative Evaluation	STAAR Scores for 2011-2012						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Software programs such as INOVA and DMAC will be used to pinpoint areas of concern and provide targeted interventions for growth and mastery.	Superintendent Special Programs Director Campus Principals Teachers	Local T IA	05/27/2012	AEIS Reports Improvement	Subject Grades STAAR Results	August 2011 January 2012 May 2012	RS TIA
Teachers will continue to use C-Scope curriculum.	Campus Principals Teachers	Local	05/27/2012	Lesson Plans	Subject Grades STAAR Results	09/30/2011 11/11/2011 01/13/2012 02/24/2012 03/13/2012 05/25/2012	RS TIA CNA
K-5 Use of Math and Reading Labs	Campus Principal Intervention Teachers	Local T IA SCE AMI/ARI	05/27/2012	RtI Meetings	Subject Grades STAAR Results	09/30/2011 11/11/2011 01/13/2012 02/24/2012 03/13/2012 05/25/2012	RS TIA AMI CIS
6-8 Math and ELA Double Blocked	Campus Principal ELA & Math Teachers	Local T IA SCE	05/27/2012	Lesson Plans	Subject Grades STAAR Results	09/30/2011 11/11/2011 01/13/2012 02/24/2012 03/13/2012 05/25/2012	RS TIA AMI CIS

Staff Quality, Recruitment and Retention

Goal	Zavalla ISD will hire and retain Highly Qualifies staff.						
Performance Objectives	By May 2012, 100% of Zavalla ISD professional staff will meet the highly qualified status established by NCLB.						
Summative Evaluation	Highly Qualified Teacher Report						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
The district will assist teachers/paraprofessionals not currently highly qualified to meet the HQ requirements.	Special Programs Director Campus Principals	Local T IA	05/2012	HQ Report	Student Achievement	Monthly HQ Updates	HQ
The district will participate in Region VII cooperatives to ensure quality professional development is available.	Superintendent Special Programs Director	Local T II	05/2012	Documentation of participation in staff development	Teachers reaching HQ status	Quarterly	HQ

School Culture and Climate

Goal	All Zavalla ISD students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
Performance Objectives	By May 2012, the number of incidents involving drug use, and unsafe behaviors will continue to be reduced as evidenced by the number of discipline referrals.						
Summative Evaluation	Review discipline referrals and DAEP placements in May 2012						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Zavalla ISD will require all campus visitors to show identification and sign-in at the campus office.	Campus Principals	Local	05/2012	Sign-In Record	Sign-In Record	Daily	CIS
Information on bullying will be disseminated to all staff by school attorneys and campus administrators	Campus Principals	Local	05/2012	Staff Development Record	Discipline Referrals	August 2011	PD

Family and Community Involvement

Goal	Parents and Community members will be partners in the education of students in Zavalla ISD						
Performance Objectives	By May 2012, Evidence of the effort to improve Parental Involvement will show an increase from the previous year.						
Summative Evaluation	Review the Parental Involvement Survey completed in April 2012						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
There will be a "Meet the Teacher" night prior to the first day of school.	Campus Principals District Teachers	Local T IA	08/22/2011	Sign In Sheet	# in Attendance	August 2011	PI
Parents will pick up the first report card at school and have an individual conference with the teacher.	Campus Principals District Teachers	Local T IA	October 2011	Sign In Sheet	# in Attendance	October 2011	PI
Elementary will sponsor a "Grandparent & Family Night"	Campus Principal Campus Teachers	Local T IA	September 2011	Sign In Sheet	# in Attendance	September 2011	PI
High School parents will receive information from the counselor regarding financial aid for higher education.	Campus Principal Counselor	Local T IA	May 2012	Contact Form	# accepted to Post-Secondary Institutions	August 2011 – May 2012	PI
Teachers will contact parents/guardians when their child is having academic or behavioral difficulties in class.	Campus Principals All Teachers	Local T IA	May 2012	Communication Log	Decrease in Discipline Forms & Improvement in Grades	August 2011 – May 2012	PI

Student Achievement

Goal	Zavalla ISD will strive to meet the individual needs of all at-risk students.						
Performance Objectives	Improve student performance on readiness instruments and state assessment.						
Summative Evaluation	Review passing rate for all courses and state assessment for each student.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Students not performing satisfactorily on readiness assessments or coursework will be provided with intervention programs.	Campus Principals Teachers	Local T IA SCE	May 2012	Intervention Meeting Notes & Rosters	Progress Report Report Cards	09/30/2011 11/11/2011 01/13/2012 02/24/2012 03/13/2012 05/25/2012	AMI

Performance Objectives	By May 2012, a dropout rate of less than 1% for all students and all student groups will be maintained and Zavalla High School will achieve a completion rate of 95% or higher.						
Summative Evaluation	Review graduation rate for all students receiving PRS.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Pregnancy and Related services will be provided for pregnant students.	Campus Principal Counselor	Local	May 2012	PEIMS Coding	Drop Out Rate	08/2011 – May 2012	RS AMI CIS
A committee will screen students before they enroll in Stubblefield Learning Center.	Campus Principal Counselor	Local	May 2012	PEIMS Coding	Drop Out Rate	08/2011 – May 2012	RS AMI CIS

Technology

Goal	To provide students with the technology on campus needed to be successful in the post secondary environment.						
Performance Objectives	By May 2012, All students at ZISD will have computer knowledge and access through district labs.						
Summative Evaluation	Lesson Plans/Student Work Samples						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Zavalla ISD will utilize the Distance Learning Lab to offer courses for Dual Credit.	Campus Principal Counselor	Local	May 25, 2012	Class Rosters	Course Grades	January 2012 May 2012	TIA HQ
Eighth Grade Teachers under the Region 7 T3 Grant will utilize the iPads and student iPods in their instruction.	Campus Principal T3 Teachers	Region 7 Grant	May 25, 2012	Lesson Plans	Student Work Samples	09/30/2011 11/11/2011 01/13/2012 02/24/2012 03/13/2012 05/25/2012	TIA AMI
The District will maintain 3 student computer labs for use by all students with their teacher conducting a lesson.	Technology Coordinator Campus Principals Teachers	Local	May 25, 2012	Lesson Plans	Computer Lab Sign Up Log	09/30/2011 11/11/2011 01/13/2012 02/24/2012 03/13/2012 05/25/2012	TIA AMI

Special Programs

Goal	Special programs will be designed to meet the educational needs of students with diverse or challenging learning styles						
Performance Objectives	Students will have passing grades and make progress from one level to the next through each special program						
Summative Evaluation	Students will make progress on program assessment from beginning of year to end of year.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Special education programs for students with disabilities	Special Programs Director, Principal, Therapists, Sp. Ed teachers, teachers	Sp. Ed funds Local	End of year	ARD documentation, Lesson plans. IEPs, Special Ed.-student files	Progress on assessments, better grades	BOY, MOY, EOY	CIS
Programs for dyslexic students	Special Programs Director, Principal, dyslexia teacher, teachers	Local Staff time & effort	End of year	Lesson plans, attendance records of dyslexia classes,	Progress on program assessments, better grades	BOY, MOY, EOY	CIS
Programs for students under 504	Special Programs Director, Principal, 504 Campus Coordinator, Teachers	Local Staff time & effort	End of year	Lesson plans, documentation of meetings with parents	Progress on assessments, better grades	BOY, MOY, EOY	CIS
Programs for GT students	Special Programs Director, Principal, GT teacher, teachers	Local Staff time & effort	End of year	Lesson plans	Progress on assessments, projects	Reporting periods	CIS