

**Water Valley ISD  
District/Campus Improvement Plan  
2022-2023  
Date of School Board Approval  
October 10, 2022**

## Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

In partnership with parents and the community, Water Valley ISD will meet the academic, social, and physical needs of all students. We will encourage students' positive self-concept, decision-making skills, good citizenship, and personal responsibility.

## District/Campus Improvement Planning and Decision Making Committee

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Fabian Gomez	Superintendent	
Dane Hoover	Principal – S&O	
DeeAnna Blanton	Curriculum & Instruction	
Lacy Ragsdale	Counselor	
Tammy Hayes	Counselor	
Kristina Lange	Secondary Teacher	
Melani Terrill	Secondary Teacher	
Abigail Hernandez	Elementary K-1 Teacher	
Joanna Coston	Elementary 2-3 Teacher	
Donna Seals	Elementary 4-6 Teacher	
Judy Jennings	Elementary SPED	
Veronica Gomez	Secondary SPED	
Jordan Crilly	CTE	
Kyle Crilly	CTE	
Lori Fowler	Paraprofessional	

Lynlee Glass	Paraprofessional	
Tallyn Holt	Nurse	
Katelyn Banister	IT	
Justin Tremble	Parent	
Margie Wagnon	Parent	

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC 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:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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## **DISTRICT ESSA REQUIREMENTS**

**Equity Plan** [ESSA Sec. 1112(b)(2)]: Due to the size of our campus and a teacher to grade ratio of 1:1, we discovered no equity gaps in relation to effective teachers and students' access to those effective teachers.

**School Support & Improvement** [Sec. 1112(b)(3)]: The leadership committee identified the following areas for improvement: Data-Driven Instruction

**Poverty Criteria** [Sec. 1112(b)(4)]:

Water Valley ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches

**School wide Programs** [Sec. 1112(b)(5)]: Paraprofessionals

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency?
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home



## State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: academic performance, STAAR and Early Reading Screeners, Free and Reduced Lunch Applications, Census Block Data, Teacher/Staff Input, Parental forms such as home language survey, and other indicators set by the state.

At Water Valley ISD, School State Compensatory Funds are used to support Title I initiatives.

# State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
All Students	65	74	76	87	78	80	46	65		32	89	91	74	78	90

\*No scores available for 2020

	Drop Out Data		Completion Data	
	2020	2021	2020	2021
All Students	0%	6.2%	100%	93.8%

**The comprehensive, intensive, accelerated instruction program at this district/campus...**consists of providing additional paraprofessionals to work with students during MTSS throughout all grade levels.

**Upon evaluation of the effectiveness of this program the committee finds that...**paraprofessionals are a great benefit to helping our students be successful in school.

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

<b>Federal</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
Title I, Part A, Improving Basic Programs	\$102,468.00
Title II, Part A, Supporting Effective Instruction	\$11,916.00
Title IV, Part A, Subpart 1	\$10,000.00
<b>State</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
TEA	\$2,565,782.00
<b>Local</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
Local Budget	\$2,048,874.00

**Goal 1:** By May 2023, 70% of all students will attain a minimum of one year’s growth in all subjects taught as well as have 60% of students at the Meets standard or above in Reading and Math.

**Objective 1:** By May, 2023, 70% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.

**Summative Evaluation:** 70% of all students will attain Expected Growth on the STAAR test as well as 60% of students will attain a Meets standard in Reading and Math.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Teachers will provide daily lesson plans with expectations along with accommodations and differentiation for students including GT, SPED and 504	4	Principal-C&I, teachers	Begin Aug. 2022	Local	Lesson Plans submitted	Improved performance
Teachers will meet in PLC and Data Meetings at least twice a month to increase student growth	2,4	Principal-C&I	Begin Aug. 2022	Local	Sign In sheets, Agendas	Improved performance and grades
Implement CATS classes for 7th and 8th grade to integrate RTI time, STEM, technology, and Career exploration	2,3,4	CATS teachers, Secondary Counselor, C&I	Begin Aug. 2022	Local	Lesson Plans	Improved grades, performance on STAAR, and knowledge base
Students in core subjects will be given curriculum based assessments (Unit Checks) and/or benchmark tests to serve as progress and remediation purposes.	2,4	Classroom Teachers, Principal-C&I	October, February, March	Local	Testing documented in DMAC	Improved performance on STAAR/EOC
Paraprofessionals will be provided to assist with student growth	4	Teachers, aide	Begin Aug. 2022	Title	Aide available daily	Improved performance
Continue NWEA MAP assessment (grades K-12) to determine student levels and provide interventions. Also continue Amplify mClass for K-2 reading inventory.	2	Reading, Science and Math Teachers, Principal-C&I	Begin Aug. 2022	SCE	Data in NWEA MAP, Amplify	Improved performance on STAAR/EOC, early reading indicators and grades

Utilization of IXL across all grade levels and core subjects to help raise student scores and close gaps	2,4	Core Teachers, Principal-C&I, Paras	Begin Aug. 2022	SCE	Data in IXL and in progress reports	Improved performance on STAAR/EOC and grades
Classroom teachers will attend ESC 15 planning meetings for core subjects	1,2,4	Classroom Teachers, Principals, secretaries	Ongoing throughout the year	Local	Certificates from ESC	Improved performance and grades
MTSS team to convene to respond to identified students in need of assistance (MTSS/RTI Time)	2,4	Principal-C&I, teachers, Special education teachers, Paras	Ongoing throughout the year	Local	RTI referral forms, documentation of interventions	Improved performance on STAAR/EOC and grades
Continue to use a vertically and horizontally aligned curriculum through the use of TEKS Resource System	1,2,4	Principal-C&I, Teachers	Ongoing throughout the year	SCE	Lesson plans	Improved performance
Use reports from DMAC, Renaissance, NWEA MAP, Amplify mClass, IXL, etc. to support data decisions	2,4	Principal-C&I, Teachers	Ongoing throughout the year	Local	Data reflection sheets	Improved performance on STAAR/EOC and grades
Provide tutorial/MTSS/RTI times for students who are at risk of failure in core subject areas and/or state assessments	2,4	Principal-C&I, Teachers, paras, volunteers	Ongoing throughout the year	Local	Sign in sheets/documentation	Improved performance on STAAR/EOC and grades
Update and implement an updated GT policy and plan for identification and services	4	Elementary Counselor	Fall 2022	Local	Updated policy, documentation of services	Improved plan and policy
Provide accommodations training for all staff for SPED and 504 students	4	Principal-C&I, Small Schools Co-op, Counselors	August 2022	Local	Sign in sheets, agenda	Improved understanding of accommodations
All SPED teachers will be trained in Reading by Design and implement the program with students identified with dyslexic tendencies	2,4	SPED teachers	August 2022	Local	Certificate of completion	Improved performance

**Goal 2:** All Water Valley ISD students will be taught by a highly qualified teacher and paraprofessional staff.

**Objective 1:** 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.

**Summative Evaluation:** 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Hire and maintain a highly qualified professional staff	1	Principals, Superintendent	Summer	Local	100% Highly qualified staff	Percentage of staff turnover
Hire and maintain a highly qualified paraprofessional to work with students	1	Principals, Superintendent	Ongoing as needed	Local	100% Highly qualified staff	Percentage of staff turnover
Review current staff HQ certifications and discuss staff changes if needed to best address the needs of our students	1	Principals, Superintendent	Ongoing as needed	Local	Master Schedules	Improved performance of students
Provide meaningful, scientific research-based professional development for all teachers and paraprofessionals	1	Principals, ESC	Ongoing as needed	Local	Certificates of completion	Improvement for teachers in T-TESS

**Goal 3:** All students in Water Valley ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** The district will implement policies to help provide learning environments that are safe, drug free, and conducive to learning.

**Summative Evaluation:** PEIMS and Safe and School Safety Audit Results

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Present programs with topics such as bullying, dating violence, violence and suicide prevention, drug use/abuse, conflict resolution, self-esteem, sexual harassment and making positive choices as appropriate per grade level		Principal-S&O	1-2 times a year	Local, TGCSA	WVUSD Power Points, Agendas, Sign-in sheets, TCGSO verification	Reduction in incidents
Empower students to document and report incidents of harassment (bullying and sexual) utilizing Stop IT App		Principal-S&O	Ongoing	Local	Documentation of reports filed, BOY Power Point	Reduction in incidents
Conduct training, drills, and audits to ensure coordination with all aspects of the emergency operation plan (EOP)		Principal-S&O	Ongoing	Local	Sign in sheets, Agendas, AAR	Increased awareness for all staff and students
Implement Homeless Policy as needed	4	Counselor	As needed	Local	Documentation of services provided	Increased performance
Implement Trauma Informed Care team to assist as needed		Principal-S&O and Counselor	As needed	Local	Documentation of actions, AAR	Better response to student needs
Provide Stop the Bleed training and kits across the campus for teachers and students		Principal-S&O	Fall 2022, Spring 2023	Local	Sign in sheets	Increased awareness for all staff and students
Increase student attendance by creating an engaging and supportive environment	4	Principals, Teachers, All staff	Ongoing	Local	Increase in student attendance	Increased attendance

Address individual needs of students who have attendance concerns	4	Principals, Counselor	As needed	Local	Documentation of meetings, services provided, etc.	Increased attendance
Continue drug testing for students in extracurricular activities		Principal-S&O	Quarterly	Local	Results of testing	Decrease in drug use among students
Utilize Securely notifications to identify students in emotional-social need		Principals, Counselor, Technology Director	As needed	Local	Documentation of receipt of notice and follow up	Increased response to student needs
Implement Migrant Policy as needed	4	Counselor	As needed	Local	Documentation of services provided	Increased performance
Provide 50 minutes of physical activity for all PK-8 grade students 4-5 times per week		PE Teacher/coaches	Ongoing	Local	Master schedule	Increase in physical activity daily for students
Provide fitness data for parents		PE Teacher/coaches	Spring 2021	Local	Data sheets	Increase awareness of students' fitness data
Student time out of the classroom for discipline will be reduced by teachers making more frequent contact with parents in the early stages of discipline issues.		Teachers	Ongoing	Local	Parent Contact Sheets	Fewer referrals to the principal.



**Goal 4:** All students in Water Valley ISD will graduate from high school and 95% be deemed College, Career, or Military Ready

**Objective 1:** By May 2023, a dropout rate of less than 1% for all students and all students will be CCMR.

**Summative Evaluation:** Dropout rate of less than 1% and 95% CCMR Ready.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Students will be offered Dual Credit courses through Howard College and Angelo State University	3	Principals, Counselor	Fall, Spring	Local	Dual Credit enrollment	Increase in college participation among students
Multiple CTE pathway will be developed that led to career certifications	3	Principals, CTE teachers, Counselor	Ongoing	Local	Pathways implemented	Increase in career choices for students
Provide CTE instruction from community, industry professionals.	3	Principals, CTE teachers, Counselor	Ongoing	Local	Lesson Plans	Students gain knowledge from the community.
Provide academic counseling, college days, college information and financial aid assistance to students and parents	3	Principals and Counselor	As needed	Local	Sign in sheets, agendas	Increase awareness among students and parents
Provide ACT/SAT preparation materials that may be checked out or downloaded for student use as well as information and sessions on registering for the test.	3	Principals and Counselor	As needed	Local	Sign out sheets	Increase in performance
Provide a credit recovery program and/or acceleration program for students at-risk for failure/drop out	3,4	Principals and Counselor	As needed	Local	Documentation of students with credit recovery classes	Increase performance, grades, and completion
Provide ASVAB and military recruitment opportunities to students	3	Principals and Counselor	October 2022	Local		Increase in military opportunities

**Goal 5:** Parents and Community will be partners in the education of students in Water Valley ISD.

**Objective 1:** By May 2023, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

**Summative Evaluation:** School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Encourage parents to register to view their child's grades through the district's online Gradebook program.	4	Principals, Teachers, Secretaries	Fall 2022	Local		Increase parent involvement
Require Staff to have a parent contact documentation before submitting a discipline referral	1	Teachers, Principal-S&O	Ongoing	Local	Documentation sheets	Increase parent involvement and awareness
School-Parent Compact created and shared with parents and students	1	Principals, Teachers	Fall 2021	Local	Sign in sheets from open house where presented	Increase parent involvement
Send home a three-week progress report for each student and a six weeks report card.	4	Teachers, Secretaries	Every 3 weeks	Local	Copies of report cards	Increase parent involvement and awareness
Notify parents of opportunities for them to be involved in their child's education through the Remind App, Facebook, School website	4	Principals, Counselor, Teachers	Fall 2021	Local	Sign in sheets from activities	Increase parent involvement
Coordinate and advertise activities such as Meet the Teacher, Open House, Fall Festival, etc. to provide opportunities for staff and parents to build positive relationships in alignment with holding required meetings for parents in regards to Title 1 information.	4	Principals, Teachers, All Staff	Fall 2021	Local	Sign in sheets, Agendas	Increase parent involvement
Provide state assessment results and District TAPR reports to parents in a language they can understand	4	Superintendent, Principals, Counselor	As needed	Local	Copies of reports sent to parents	Increase parent involvement and awareness

## Priority for Service (PFS) Action Plan

**Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement Plan as a separate section appropriately labeled or identified, rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g. Bilingual, ESL, economically disadvantaged).

**Goal:** To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.

**Objective(s):**

- 100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form.
- 100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.

Activity/Strategy	Person(s) Responsible	Timeline	Evidence of Impact
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Counselors	July 1-August 30	Monthly PFS Reports
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Counselors	July 1-August 30	Signed PFS Action Plan
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Counselors	July 1-August 30	PFS Action Plan
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Counselors	July 1- August 30	Sign-In Sheets
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Counselors	July 1-August 30	PFS Parent Form
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Counselors	July 1-August 30	PFS Reports/Contact logs

The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Counselors	July 1-August 30	Email documentation/Inst ructional Distribution Forms
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Counselors	July 1-August 30	Student Participation List, Sign-In logs
Provide parents with community resources and services.	Counselors	July 1-August 30	Community Resource list Agency Information