

Monahans-Wickett-Pyote Independent School District

District Improvement Plan

2012-2013

Accountability Rating: Academically Acceptable



Board Approval Date: September 17, 2012

Mission Statement

The Monahans-Wickett-Pyote Independent School District believes that it is responsible for providing quality curricular, co-curricular and extra-curricular programs and activities which give all students opportunities to reach their maximum potential and become productive citizens of our community and country.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

AEIS reports from the school years 2007-2008, 2008-2009, 2009-2010 and 2010-2011 show that the ethnicity demographics have remained fairly constant for the past four years. The averages of each of the ethnic groups for these four years are as follows: African-American - 7.25%; Hispanic - 54.475%; White - 37.45%; Indian - .3%; and, Pacific Islander - .35%. One can ascertain from this data that the two largest ethnic groups found within the district are the Hispanic and White groups with the Hispanic group consistently being above 50% of the student population. Of the student population from each of the four years reported, the economically disadvantaged population are as follows: 2007-08 - 48%; 2008-09 - 52.8%; 2009-10 - 55.3%; and, 2010-11 - 54%. This population shows the most growth over the four years by increasing from 48% to 54%.

The student enrollment within the different grade levels has also remained fairly constant as shown through the four years of AEIS data. The average number of students and the percentage of this number as compared to the total student population for each grade level are as follows: Pre-Kindergarten - 67.25 students and 3.4% of the total student population; Kindergarten - 152 students and 7.7% of the total student population; First Grade - 153.75 students and 7.825% of the total student population; Second Grade - 156.5 students and 7.95% of the total student population; Third Grade - 146.25 students and 7.425% of the total student population; Fourth Grade - 148.25 students and 7.5% of the total student population; Fifth Grade - 140.5 students and 7.1%; Sixth Grade - 141.25 students and 6.425% of the total student population; Seventh Grade - 145.75 students and 7.375%; Eighth Grade - 146.25 students and 7.425% of the total student population; Ninth Grade - 162 students and 8.225% of the total student population; Tenth Grade - 144.25 students and 7.325%; Eleventh Grade - 130.75 students and 6.675 %; and, Twelfth Grade - 126 students and 6.4% of the total student population. As seen through this data, the student population of each grade level is fairly consistent in grades Kindergarten - Sixth Grade. The student population tends to drop a small amount in the secondary levels.

As one reviews the student enrollment for each grade level, it is necessary to review the class size for each of these grade levels. The average class size for each grade level from Kindergarten through sixth grade for the four years studied are as follows: Kindergarten - 20.1 students; First Grade - 20 students; Second Grade - 20.08%; Third Grade - 18.78%; Fourth Grade - 19.03%; Fifth Grade - 19.78%; and, Sixth Grade - 20.23%. For the secondary levels, the class size averages are presented according to core classes as follows: English Language Arts - 14.23%; Math - 13.13%; Science - 15.05%; and, Social Studies - 14.98%. As shown through the data, one can discover that the district has been able to meet the state mandate of 22 students to one teacher throughout the four years in grades Kindergarten through 4th grade. Although there is not a state mandate requiring the 22 to 1 ratio in the grades of 5 & 6, the district has been able to meet this ratio in these grades, as well. The numbers at the secondary levels for each of the core classes show that the class sizes have been fairly low with the greatest average class size being only 15 students.

Students assigned to different special programs also show a fairly constant average over the past four years. However, the greatest growth has been in the At-Risk special program growing from 685 students in 2008-09 to 1073 students in 2011-2012. For the 2011-2012 school year the special programs are as follows: Gifted and Talented - 73 students representing 3% of the total student population; Career and Technology - 474 students representing 23% of the total student population; LEP - 115 students representing 6% of the total student population; Bilingual - 98 students and 5% of the total student population; Economically Disadvantaged - 1003 students representing 49.3% of the student population; At-Risk - 1073 students and 52.8% of the student population; and, Special Education - 218 students and 10.7% of the total student population. One of the areas that has been targeted on the district's PBMAS report has been the number of special education students identified in the district. This number has been dropping at a very slow rate moving from 227 students in 2008-09 to 218 students in 2011-12.

Finally, the retention, drop-out, completion and attendance rates were reviewed through the four-year study provided through AEIS reports. The average retention rates are as follows: Kindergarten - 2.8%; First Grade - 2.35%; Second Grade - 1.775%; Third Grade - 1.75%; Fourth Grade - .775%; Fifth Grade - 1.85%; Sixth Grade - 0%; Seventh Grade - .625%; and, Eighth Grade - 1.55%. These retention rates show that most of the retainees are in grades kindergarten through first grade. The standard accountability measure for drop-outs for the past four years is as follows: 2007-08 - 0.0%; 2008-09 - 0.0%; 2009-10 - 0.0% and 2010-11 - 0.3%. As shown through this data, drop-out rate in the district is very low and below the state average. The completion rate of the four-year study is as follows: 2007-08 - 92.9%; 2008-09 - 91.8%; 2009-10 - 88.8%; and, 2010-11 - 91.4%. Again, the completion rate in the district is above the state average. Finally, the attendance rate in the district has been fairly constant with an average of 95.55% based upon the following yearly rates: 2008-09 - 95.9%; 2008-09 - 95.3%; 2009-10 - 95.5%; and, 2010-11 - 95.5%

Demographics Strengths

1. The ethnic demographics over the past four years has remained constant with the Hispanic and White groups representing the largest populations.
2. Class size in all grade levels has remained fairly low with grades kindergarten - fourth meeting the state requirement of 22-1 over the past four years. Additionally, grades 5 & 6 have also been lower than the 22-1 ratio even though these grade levels are not required to meet this state mandate.
3. The enrollment of each grade level has remained fairly constant over the past four years which makes it possible to plan for the future. Additionally, this allows the administration to determine the number of teaching personnel necessary to meet the student enrollment.

Demographics Needs

1. The number of students which have qualified for special education programs continues to be fairly high and represents approximately 11% of the total student population.
2. The student At-Risk special program has increased significantly from the 2008-2009 school year to the 2011-12 school year.

3. The low class size numbers in the core classes at the secondary level may represent the need to re-look at the number of personnel in these areas as financial issues become a problem in the district.

Student Achievement

Student Achievement Summary

The following data for all students was calculated using the STAAR-TAKS Equivalent Information (Bridge Study) Table for 2011-2012.

Third Grade: Reading 84% Math 79%

Fourth Grade: Reading 78% Math 71% Writing 91%

Fifth Grade: Reading 71% Math 71% Science 76%

Sixth Grade: Reading 86% Math 80%

Seventh Grade: Reading 84% Math 82% Writing 98%

Eighth Grade: Reading 81% Math 73% Science 72% Social Studies 98%

English I Writing EOC: Level I 53% Level II 47% Level III 1%

English I Reading EOC: Level I 59% Level II 41% Level III 1%

Algebra I EOC: Level I 33% Level II 67% Level III 17%

Geometry EOC: Level I 7% Level II 93% Level III 14%

Biology EOC: Level I 24% Level II 76% Level III 1%

US History EOC: Level I 34% Level II 66% Level III 7%

World Geog. EOC: Level I 33% Level II 67% Level III 0%

10th TAKS: ELA 85% Math 66% Science 58% Social Studies 90%

11th TAKS: ELA 92% Math 86% Science 94% Social Studies 98%

In 2010-2011, Monahans-Wickett-Pyote Independent School District (MWP ISD) was rated Academically Acceptable. Due to the transition from TAKS to STAAR the district will maintain an Academically Acceptable rating for the two school years. The district has three elementary schools, with two rated Academically Acceptable and one not rated due to non testing. The junior high and high school are both rated Academically Acceptable. The credit recovery campus is rated Academically Unacceptable.

AYP results for 2011-2012:

District missed AYP - reading and math performance. Stage 3 School Improvement

MHS missed AYP - reading and math performance: Stage 1 School Improvement

Walker Jr High and Sudderth Elementary missed AYP - reading and math performance

Tatom Elementary - missed AYP - math performance

Cullender Elementary - meets AYP

MEC - Not evaluated - other measure used

Continual and focused data analysis is a fundamental process of MWP ISD. The district utilizes DMAC (Data Management for Assessment and Curriculum) to disaggregate data, benchmarking, state/federal assessment data, student achievement/progress monitoring, and the development of data driven instruction/curriculum. DMAC generated Data Heat Maps were used to analyze which TEKS (organized by STAAR classification - readiness, supporting, process) were more difficult to teach. Benchmark assessments were built utilizing DMAC and Kamico STAAR diagnostic series.

Student Achievement Strengths

- 2012 STAAR-Bridge data reflects the following about state level: 6th grade reading and eighth grade social studies
- Curriculum that meets the needs of our students
- Data analysis
- Inclusion
- Alignment of written, taught, and tested curriculum

Student Achievement Needs

- Data indicates that MWP ISD will continue with targeted instruction for all subgroups
- Continued preparation of staff and students for increased rigor of STAAR and EOC
- Develop and monitor groups in all content areas
- Implementation of SSI interventions: IStations (3-8) and Think Through Math (3-8)
- Algebra I intervention software
- Participation in School Improvement Program at the district and campus level
- CScope Cohort participation
- Comprehensive School Support provided by Region 18

School Culture and Climate

School Culture and Climate Summary

Monahans-Wickett-Pyote ISD offers a large variety of extra-curricular activities for students starting as young as fifth grade. Included in these extra-curricular activities are the following: fine arts - band, choir, drama and art; athletics - football, volleyball, boys/girls basketball, boys/girls cross country, boys/girls tennis, boys/girls swimming, softball, baseball, cheerleading, boys/girls power lifting, boys/girls track and boys/girls golf; academics - UIL academic contests for elementary, junior high and high school students; and student organizations - student government and NHS. The percentage of students within the district that participate in extra-curricular activities is approximately 75%. Discipline referrals will show that students participating in extra-curricular activities have far less incidents of reported misbehavior than students that choose not to participate in these activities. MWP-ISD encourages all students to participate in extra-curricular activities and provides for flexible scheduling to allow for student participation.

Monahans-Wickett-Pyote ISD annually reviews, edits, revises and adopts a Student Code of Conduct, which is included in each campus' Student Handbook, as well as linked to the District's website. Additionally, a drug and alcohol policy has been adopted by the Board of Trustees for use with any student participating in any extra-curricular activity. This policy provides for removal of students from extra-curricular activities if decisions concerning the abuse of drugs or alcohol is made by students.

Monahans-Wickett-Pyote ISD also provides for a Disciplinary Alternative Placement Campus within the district school limits and is supervised by the District Liaison Officer.

School Culture and Climate Strengths

- Number of students participating in extra-curricular activities
- District DAEP and District Liaison Officer
- Crisis Management Plan
- Student Code of Conduct and Extra-Curricular Drug and Alcohol Policy
- Any employee involved with any of the offered extra-curricular activities has received CPR/First Aid training.
- Inviting but secure buildings and classrooms
- Active PTO and booster clubs throughout the district

School Culture and Climate Needs

- Parent, student and staff surveys to be conducted in the spring semester.

- Training of employees on "bullying"
- Method for reporting "bullying", as well as other forms of misbehavior
- Student programs on Internet safety and bullying
- Data collection on all disciplinary infractions
- Method by which to track student/parent complaints and concerns

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Monahans-Wickett-Pyote ISD has a reputation of hiring and retaining exceptionally talented and dedicated employees. MWP ISD continues to have a 100% highly qualified staff comprised of teachers and instructional aides. The personnel department and campus administrators conduct intensive screenings and interview processes to ensure that all new employees meet the high standards established by this district and the community.

The staff ethnicity/gender rates for the past four years are as follows:

- **2007-08:** African-American: 2.0 - 1.4%; Hispanic: 24.9 - 17.8%; White: 113.3 - 80.8%; Males: 33.9 - 24.2%; and, Females: 106.3 - 75.8%
- **2008-09:** African-American: 2.0 - 1.4%; Hispanic: 25.0 - 17.7%; White: 114.5 - 80.9%; Males: 36.2 - 25.5%; and, Females: 105.4 - 74.5%
- **2009-10:** African-American: 2.0 - 1.3%; Hispanic: 29.0 - 19.5%; White: 117.4 - 79.1%; Males: 36.6 - 24.7%; and, Females: 111.8 - 75.3%
- **2010-11:** African-American: 2.0 - 1.4%; Hispanic: 30.0 - 20.3%; White: 115.6 - 78.3%; Males: 36.1 - 24.5%; and, Females: 111.5 - 75.5%

Retention rates of professional staff for the past four years are as follows:

2007-08: Beginning Teachers: 6.3 - 4.5%; 1-5 Years Experience: 25.4 - 18.1%; 6-10 Years Experience: 29.8 - 21.3%; 11-20 Years Experience: 40.3 - 28.7%; Over 20 Years Experience: 38.4 - 27.4%

2008-09: Beginning Teachers: 14.4 - 10.2%; 1-5 Years Experience: 21.0 - 14.8%; 6-10 Years Experience: 28.0 - 19.8%; 11-20 Years Experience: 38.89 - 27.5%; Over 20 Years Experience: 39.2 - 27.7%

2009-10: Beginning Teachers: 9.3 - 6.3%; 1-5 Years Experience: 30.0 - 20.2%; 6-10 Years Experience: 27.0 - 18.2%; 11-20 Years Experience: 38.7 - 26.1%; Over 20 Years Experience: 43.4 - 29.3%

2010-11: Beginning Teachers: 5.4 - 3.6%; 1-5 Years Experience: 33.0 - 22.4%; 6-10 Years Experience: 22.0 - 14.9%; 11-20 Years Experience: 45.0 - 30.5%; Over 20 Years Experience: 42.2 - 28.6%

Recruiting/Hiring: Campus administrators along with our Human Resources personnel attend job fairs during the spring and summer in order to recruit highly qualified/certified personnel. Our district has implemented an online application system to gain a larger pool of applicants, as well as a web-based job posting system. The assistant superintendent of personnel works as a resource to campus administrators in ascertaining highly qualified/certified requirements for prospective candidates.

Employee Benefits: The district pays professional employees on an "above state base" step schedule. For employees with a bachelor's degree, the "above state base" local supplement ranges from \$6350 - \$9850; and for employees with a master's degree, the "above state base" local supplement ranges from

\$7550 - \$11,256. Additionally, the step schedule has been expanded to 31+ years of experience to accommodate the needs of the experienced staff within the district. The district also pays the employee's contribution to their health care premium and provides employees with a \$10,000 life insurance policy.

Teacher/Student Ratio: As provided in the Demographics section of this Comprehensive Needs Assessment, data shows that the teacher-to-student ratio in all classes within the district is very manageable. The state required "22-1" ratio has been maintained over the past four years in grades K-4; and although grades 5 & 6 are not part of the state mandate, the "22-1" ratio has been maintained in these grade levels as well. At the secondary levels in the core classes, the average number of students per class for the past four years has been 13-15 students, which is truly a manageable number of students in any given environment.

Professional Development: Employees are encouraged to attend professional development that will enhance the abilities required for their particular position. The district has provided the following professional development to staff members this past school year: C-Scope Introduction Trainings; C-Scope State Conference; Math State Conference; Science State Conference; Technology State Conference; Bilingual State Conference; Thinking Maps State Conference; Thinking Maps Training on each campus within the district; I-Stations Training at Cullender Kindergarten, Tatom Elementary and Sudderth Elementary; C-Scope Treasures - Alignment of Basal Readers to C-Scope Training at Cullender, Tatom Elementary and Sudderth Elementary; Project Share Training at Walker Junior High, Monahans High School and Monahans Education Center; New Employee Orientation Training for all new employees to the district; Lead4Ward Training on STAAR assessment at all campuses; DMAC and Plan4Learning Training for district administrators; Homeless Training for district administrators; and, STAAR assessment training for district administrators.

Ten percent of Title I - Part A federal funding is allocated to professional development each year, as well as the majority of Title II federal funding. All employees within the district must obtain 12 hours of professional development during the summer months as compensation time built into the school calendar.

Evaluations: Certified teachers are annually appraised through the PDAS evaluative system. This system is accessed through the DMAC web-based program available to all certified employees. Campus administrators also conduct walk-throughs, as well as IFVs, throughout the school year and report their findings through the DMAC program. Certified employees who are not serving in the role as teacher are also evaluated once-a-year using a locally-developed evaluative instrument. Non-certified personnel are evaluated twice-a-year using locally designed evaluative instruments. Immediate feedback to all employees concerning job performance is highly encouraged.

Staff Quality, Recruitment, and Retention Strengths

Staff quality, recruitment and retention strengths include:

- 100% highly qualified teaching and paraprofessional staff
- High retention rate of certified staff
- Many professional development opportunities to enhance employees' abilities
- Employee benefits to attract new employees and retain existing employees
- Manageable teacher-to-student ratios in classrooms throughout the district

- Strong and effective discipline policies, as well as a District Liaison Officer

Staff Quality, Recruitment, and Retention Needs

Staff quality, recruitment and retention needs include:

- An evaluative instrument for professional development
- Procedures established by which staff trained through professional development share their new knowledge with other employees
- A more comprehensive method of determining the kinds/types of professional development to pursue
- Methods established to build capacity and leadership of existing employees

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Monahans-Wickett-Pyote ISD curriculum is founded on the TEKS (Texas Essential Knowledge and Skills) objectives. To support TEKS the district has implemented CSCOPE, a comprehensive and customized curriculum resource. In addition to the curriculum, CSCOPE encompasses resources for the implementation, monitors the curriculum and establishes an accountability process to ensure a quality implementation. The district will strive to continue the following support in CIA:

- Maintaining a high quality curriculum with sufficient depth and rigor to prepare students for STAAR, EOC, and their future.
- Developing and maintaining a valid testing schedule to provide data for remediation
- Continuing to provide high quality staff development
- Maintaining curricular alignment

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum - implementation of CSCOPE YAG, IFD and TEKS Verification
- Participation of Region 18 Comprehensive School Support Trainings
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology - ISTATIONS, Study Island, and Orchard
- Differentiation of Instruction
- RTI model
- Grade level and departmental collaboration
- Targeted Professional Development: STAAR Leadership/Field Guides, ISTATIONS, CAMT, CAST, CSCOPE, and Technology

Curriculum, Instruction, and Assessment Needs

- Participation in CSCOPE Region 18 Cohorts
- Continued participation of Region 18 Comprehensive School Support Trainings
- Participation in state funded SSI intervention programs: IStations (3-8) and Think Through Math (3-8)
- Ensuring curriculum has sufficient depth and rigor
- Maintaining strong remediation and RTI practices
- Maintaining curricular alignment

- Continuing to provide meaningful high quality staff development
- Continued targeted professional development: identified areas of concern from state assessments, CAMT, CAST, CSCOPE, and Technology

Family and Community Involvement

Family and Community Involvement Summary

The district has an active parent organization or parent support groups on all campuses. Being a Title I schoolwide program each campus strives to maintain active parent involvement programs and comply with all NCLB parental involvement requirements.

Parents, business and community members are provided a variety of opportunities to participate in campus and district activities. Many parents serve on campus and district committees. Active athletic and band booster clubs are in place on secondary campuses.

Family and Community Involvement Strengths

Many strengths were identified involving parents and community members in the Monahans schools. Specific strengths were identified as:

- Variety of PTO and parent involvement opportunities are provided on each campus.
- New Years Party - elementary level
- Parent Report Card Days
- District television information channel
- The district and campus web sites provide up to date and informative information to parents and the community. Information includes ongoing activities throughout the district, at the campuses, and in the classrooms.
- Gradebook – This resource provided parents with web-based access to their students’ grades and in some cases, upcoming assignments. This presents a starting point for parents to consult with their child (children) and/or teachers.
- Meal Pay Plus is a web-based program allowing parents to view information pertaining to their child’s meal status such as: account balance, food items selected, and the ability to add money to their accounts.
- Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, and informative meetings in a language understood.
- Every independent school system is required by law to have a School District Health Advisory Council (SHAC); of which the majority of members must be parents who are not employed by the school district. The mission of SAISD SHAC is to advise and advocate to the SAISD School Board of Trustees and Administration that our children are provided with accurate, relevant, and age appropriate educational programs that will motivate them to live healthy, happy, and productive lives.

Family and Community Involvement Needs

The district committee identified the following prioritized needs:

- Participation in the annual NCLB Parental Involvement Conference.
- Increase parental/community involvement for the 2012-13 school year in the area of campus activities and participation on the Improvement Committees (DIC) for the district and campus levels.
- In 2012-13 a revised parent survey will be distributed to parents at the second Parent Report Card Day. The survey will be reviewed by the District Parent Involvement Committee to determine needs and strengths of the district and gauge the climate and culture of our campuses.

School Context and Organization

School Context and Organization Summary

Monahans-Wickett-Pyote ISD utilizes a collaborative approach for context and organization. The district team is comprised of district level administration, campus administration, the business manager and special education director. Collaboration and alignment between the district and campuses is accomplished through the following procedures/activities: weekly administration meetings, emails, interdistrict mail, DIT (District Improvement Team) meetings, and district led trainings.

The District and Campus Goals are developed by the superintendent and approved by the school board. Through the CNA process, the district and campuses will identify focus areas and will address the following: RTI (Response to Intervention), scheduling, tutorials, instructional practices, team building, lesson design and professional development.

School Context and Organization Strengths

- High quality educational staff
- Resources
- Participation in educational conferences: 504, Dyslexia, Assessment Conference, TEPSA, Bilingual Conference, CAMT, CAST, TCEA and CSCOPE
- District/campus trainings: 504, Dyslexia, LPAC, Assessment, SHAC (School Health Advisory Committee), DPEC (District Parent Engagement Committee), DIT (District Improvement Team) and CIT (Campus Improvement Team)

School Context and Organization Needs

- Student and teacher survey conducted in the spring of 2013
- Meetings held to disaggregate benchmark testing
- Focused communication/collaboration between administration and teaching staff
- Increased parental involvement opportunities

Technology

Technology Summary

Although Monahans-Wickett-Pyote ISD attempts to grow and maintain current technology, it is very difficult to keep abreast of all of the latest developments in this area. The district realizes the importance of having strong technological opportunities for its students and understands the importance that technology plays in the education of 21st century learners. Therefore, the district has developed a technology plan through the leadership of the technology director in an attempt to plan for the future in this area of today's education. The instructional staff of Monahans-Wickett-Pyote ISD annually participates in the STAR Chart technology survey and this data helps to generate the technology plan for the district.

In the past, the district received federal funding to help with the cost of technology but has recently lost this funding source. Therefore, all funding for technology is the responsibility of the local district. The district annually applies for E-Rate, which helps with the cost of technology, but still finds that funding of technology from a local level is very inadequate.

Technology Strengths

Areas of strength in technology in the district are as follows:

- Enhancement of internet speed through the addition of optic cable as provided through a grant at ESC Region 18.
- Data driven decision making concerning curricular needs through the DMAC web-based program available at all campuses. Additionally, the use of DMAC to provide feedback to teachers through walk-throughs, observations and summative evaluations.
- Web-based software programs to enhance instruction including: I-Stations, Odyssey Ware, Plato, Study Island, Orchard and Carbo Reading.
- Web-based software available to transition from TAKS assessment to STAAR assessment through the Lead4Ward site.
- Web-based software available to train new teachers on the PDAS evaluation system.
- Training in Project Share website to assist teachers in instruction, as well as to provide on-line professional development.
- Consistent upgrading of hardware to meet the technological challenges within the district including the addition of mobile labs, Promethean/Smart Boards, emergency call systems, IP telephone systems, etc.
- A central administration employee that is designated as the technology director for the district.
- District website that is user friendly and an excellent means of communication with parents and community.

Technology Needs

Areas of need in the district are as follows:

- Identification of new funding sources for technology to meet the goals and objectives of the district technology plan, as well as any state mandates.
- Upgrade of network infrastructure both wired and wireless.
- Acquisition and implementation of video security for all campuses.
- Upgrade and acquire software/hardware to support technology applications and curriculum.
- Increase district faculty, staff and student technology proficiency.
- Expand virtual courses for all secondary students.
- Upgrade of older technology equipment across the district, especially items located in computer labs, and provide Promethean/Smart Boards for all classrooms throughout the district.
- Acquisition of additional mobile labs to be housed on all campuses throughout the district.

Comprehensive Needs Assessment Data Documentation

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

- District goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Drop-out rates
- Attendance data
- Discipline records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- District committee meeting discussions
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course (EOC) Assessments results
- SAT and/or ACT test results
- Tobacco, alcohol, and other drug-use data
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- College Readiness Data

- Class size data
- Texas STaR Chart
- Other additional data
- NCLB Report Card data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Completion Rates / Graduation Rates
- STAAR Released Test Questions
- STAAR Data Released from TEA
- AMAOs Data
- PDAS data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results
- Local Reading Diagnostic Assessment Data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Response to Intervention (RTI) data






Goals

Goal 1: Based on accountability ratings determined by TEA, the Monahans-Wickett-Pyote Independent School District will improve to the next level of ratings on all campuses and districtwide for the 2012-2013 school year.

Performance Objective 1: All student populations will meet and/or exceed the state adopted mastery levels on all sections of state assessments.

Summative Evaluation: All campuses, as well as districtwide, will meet all federal and state standards for the 2012-2013 school year.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------------------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Professional development will be provided to all staff in methods of innovative delivery of the TEKS including but not limited to: CAST; Dyslexia Training; CSS; C-Scope; Assessment; CAMT; TCEA; Parental Involvement; 504; STAAR; I-Stations; Thinking Maps; TTM (Think Through Math); Promethean Boards; Frog Street; TABE; TEPSA State Conference; TEPSA Assistant Principal Conference; Title III Symposium; English for Success (ELL); C-Scope Cohorts; Region 18 Trainings and Bullying. | 1, 2, 3, 4, 6, 8, 9, 10 | Principals Assistant Superintendent of Federal Programs Assistant Superintendent of Personnel Assistant Superintendents of Curriculum & Instruction in Elementary/Secondary Education | PD attendance sign-in sheets & certificates Review of PDAS-TSR Parts I, II and III by campus administrative personnel Teacher workshop and in-house professional development records | | | | |
| | | Funding Sources: 211-6200 - Title I - Contract Services - \$29729.00, 211-6200 - Title I - Contract Services - \$4395.00, 211-6200 - Title I - Contract Services - \$2400.00, 211-6400 - Title I - Travel and Fees - \$19412.00, 255-6400 - Title II - Travel and Fees - \$5600.00, 263-6400 - Title III - Travel and Fees - \$2300.00 | | | | | |
| 2) Highly qualified teaching and administrative staff will be employed to deliver the TEKS with emphasis on reading, math, science, social studies and technology. | 1, 2, 3, 8, 10 | Principals Assistant Superintendent of Federal Programs Assistant Superintendent of Personnel Assistant Superintendents of Curriculum and Instruction | Highly Qualified Staff Survey Due November 15, 2012 | | | | |

| | | | | | | | |
|---|--------------------------|---|---|--|--|--|--|
| <p>3) Innovative curriculum programs and tracking systems will be used to increase assessment scores: DMAC; Orchard Software; I-Stations (K-8); Study Island (7-12); TMSDS; C-Scope; Thinking Maps; Think Through Math (3-8); Dibels (K-1); Kamico; Mentoring Minds; Region 18 Trainings and Algebra I Resource Curriculum.</p> | <p>1, 2, 8, 9, 10</p> | <p>Principals Assistant Superintendent of Federal Programs Assistant Superintendent of Personnel Assistant Superintendents of Curriculum and Instruction</p> | <p>Passing/failing rates noted by 6-weeks, semester and/or yearly grades Monitoring through DMAC, C-Scope unit tests and benchmarks Monthly review of I-Stations and Think Through Math data</p> | | | | |
| <p>Funding Sources: 211-6300 - Title I - Supplies and Materials - \$16264.00, 211-6300 - Title I - Supplies and Materials - \$8000.00, 211-6300 - Title I - Supplies and Materials - \$725.00, 211-6300 - Title I - Supplies and Materials - \$2000.00, 211-6300 - Title I - Supplies and Materials - \$2000.00, 211-6300 - Title I - Supplies and Materials - \$500.00, 211-6300 - Title I - Supplies and Materials - \$7600.00, 211-6300 - Title I - Supplies and Materials - \$3700.00, 263-6300 - Title III - Supplies and Materials - \$9900.00, 199-6200 - SCE - Contract Services - \$5421.00, 199-6300 - SCE - Supplies and Materials - \$1000.00, 199-6300 - SCE - Supplies and Materials - \$3500.00, 199-6300 - SCE - Supplies and Materials - \$2000.00, 199-6300 - SCE - Supplies and Materials - \$4000.00, 199-6300 - SCE - Supplies and Materials - \$1500.00, 199-6300 - SCE - Supplies and Materials - \$300.00</p> | | | | | | | |
| <p>4) TELPAS raters & TOTs will be trained and/or retrained to state specifications to assist LEP students in meeting AYP and AMAO.</p> | <p>1, 2, 3, 4, 8, 10</p> | <p>LPAC Committees from Each Campus TELPAS Raters Principals Assistant Superintendents for Curriculum & Instruction</p> | <p>Documentation of certified Trainer of Trainees Documentation of certified TELPAS raters</p> | | | | |
| <p>5) To address the district's AYP ratings, the following professional development will be implemented in reading and math: CSS; I-Stations; Differentiated Curriculum; C-Scope; Thinking Maps; C-Scope Cohorts and SIP Participation at Campus & District levels.</p> | <p>1, 2, 4, 8, 9, 10</p> | <p>Intervention Specialists Teachers Administrators Assistant Superintendents in Curriculum & Instruction ESC 18 CSS Staff External PSP DCSI/CCSI</p> | <p>Following Data Reviewed: Benchmarks; I-Stations/TTM Data; RtI/SST; State Assessment Data from 2011-2012 and AYP Data from 2011-2012 Following Documentation Reviewed: Accelerated Instruction Attendance; Tutorial Attendance and Interventions Records</p> | | | | |
| <p>Funding Sources: 211-6200 - Title I - Contract Services - \$29729.00</p> | | | | | | | |
| <p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p> | | | | | | | |

Goal 2: The Monahans-Wickett-Pyote Independent School District will identify additional students that fit the district criteria for special populations and provide programs and services to improve attendance, interest and achievement.

Performance Objective 1: Special needs students (At-Risk, SPED, ELL, Gifted/Talented, Dyslexic, Pregnancy-Related, Behavioral, Homeless, Section 504 and Migrant) will be identified throughout the year, following state and federally mandated timelines, and will be provided appropriate programs.






Summative Evaluation: All campuses, as well as districtwide, will meet all federal and state standards for the 2012-2013 school year.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------|--|---|--|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Specially designed curriculum & scientifically research-based instruction will be provided for students in special populations through: Opportunity Success Tutoring; After-School Tutoring; RtI; Dyslexia Program; I-Stations; C-Scope; Math Labs; Power Reading Labs; SPED Software Programs; Accelerated Instruction; Study Island; Thinking Maps; Think Through Math; Odyssey Ware and Summer School. | 1, 2, 3, 7, 8, 9, 10 | Administrators Counselors Assistant Superintendents for Curriculum & Instruction Assistant Superintendent of Federal Programs | Comparative studies of results from students of special populations will be analyzed from the beginning of the year to the end of the year. | | | | |
| | | | | Funding Sources: 211-6200 - Title I - Contract Services - \$29729.00, 211-6200 - Title I - Contract Services - \$4300.00, 211-6100 - Title I - Salaries - \$284483.00, 199-6100-23 - SPED Salaries - \$309071.00, 199-6100-23 - SPED Salaries - \$41254.00, 199-6100-23 - SPED Salaries - \$189020.00, 199-6100-23 - SPED Salaries - \$332337.00, 199-6100-23 - SPED Salaries - \$168406.00, 199-6100-23 - SPED Salaries - \$40347.00, 199-6100 - SCE - Salaries - \$135607.00, 199-6100 - SCE - Salaries - \$85631.00, 199-6100 - SCE - Salaries - \$151140.00, 263-6200 - Title III - Contract Services - \$100.00, 255-6100 - Title II - Salaries - \$100790.00, 199-6100 - SCE - Salaries - \$158357.00, 199-6100 - SCE - Salaries - \$99446.00, 199-6100 - SCE - Salaries - \$223678.00, 199-6100 - SCE - Salaries - \$40000.00, 199-6300 - SCE - Supplies and Materials - \$18600.00 | | | |
| 2) Counselors at each campus will provide guidance for the following: Dropout Prevention; Drug Awareness; Conflict Resolution; Bullying; Suicide Prevention; Vocational/Technology Training; Pregnancy-Related Services; Character Education; Admission to Higher Education; Financial Aide/Needs; TEXAS Grant Program; College/Dual Credit Courses and TxVSN (Texas Virtual School Network). | 1, 2, 8, 9, 10 | Counselors Principals | Documentation of offered programs and students served Counselors' records Life Track survey results Dual enrollment classes AEIS data | | | | |
| | | | | Funding Sources: 244-6300 - Carl Perkins' Supplies and Materials - \$1000.00, 244-6300 - Carl Perkins' Supplies and Materials - \$100.00, 199-6100 - SCE - Salaries - \$29267.00, 199-6100 - SCE - Salaries - \$27457.00, 199-6100 - SCE - Salaries - \$29347.00, 199-6100 - SCE - Salaries - \$63997.00, 199-6400 - SCE - Travel and Fees - \$250.00, 199-6400 - SCE - Travel and Fees - \$250.00 | | | |

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| <p>3) Student Support Teams will continue to monitor student referrals on each campus. Each team will be involved in program identification for special education, 504, accelerated instruction, dyslexia, PRS, counseling, CATE, and other individual accommodations and programs, as needed. Campus SST will also address RTI and interventions for struggling students.</p> | <p>1, 2, 7, 8, 9, 10</p> | <p>Campus Student Success Teams Administrators Assistant Superintendents of Curriculum & Instruction</p> | <p>Review intervention strategies Tutorial attendance sheets Review of SST agendas and minutes</p> | | | | |
| <p>Funding Sources: 199-6300 - SCE - Supplies and Materials - \$8000.00</p> | | | | | | | |
| <p>4) Appropriate assessment for individual identification will follow state and federal mandated timelines.</p> | <p>1, 2, 8, 9, 10</p> | <p>Principals Counselors SPED Director PEIMS Coordinator Assistant Superintendents of Curriculum & Instruction</p> | <p>Documentation obtained through the use of district-generated forms addressing all special populations' testing and accommodations</p> | | | | |
| <p>5) All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.</p> | <p>1, 2, 3, 8, 9, 10</p> | <p>Principals Counselors Campus School Secretary Assistant Superintendents of Curriculum & Instruction SPED Teachers SPED Director</p> | <p>Schedules checked for least restrictive environments PEIMS data reviewed</p> | | | | |
| <p>6) District will review the graduation plans for all students to meet specifics of HB 3 and SB 8.</p> | <p>1, 2, 8, 9, 10</p> | <p>Secondary Principals Counselors</p> | <p>Number of Students on Each Graduation Plan Individualized Personal Graduation Plans (PGPs) - Grades 7-12 - Generated through DMAC Program</p> | | | | |
| <p>7) Credit recovery will be utilized for accelerated education, drop-out recovery/prevention, and students at-risk.</p> | <p>1, 2, 3, 8, 9, 10</p> | <p>Counselors Principals Assistant Superintendents of Curriculum & Instruction MEC Staff</p> | <p>Counselors' Notes & Recommendations MEC Application Process</p> | | | | |
| <p>Funding Sources: 199-6100 - SCE - Salaries - \$223678.00, 199-6100-23 - SPED Salaries - \$41254.00</p> | | | | | | | |

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| 8) Vocational/technology education will be provided to develop the skills needed for a broad range of career & job-related professional opportunities including non-traditional roles. | 1, 2, 3, 8, 9, 10 | MHS/MEC Administrators MHS/MEC Counselors | Carl Perkins Evaluation Process Life Track Survey Results PEIMS Review Counselor Recruitment & Activity Documentation Review of CTE Classes Non-traditional Career Information through Posters/Flyers | | | | |
| Funding Sources: 244-6300 - Carl Perkins' Supplies and Materials - \$18759.00, 244-6400 - Carl Perkins - Travel and Fees - \$2000.00 | | | | | | | |
| 9) 504 procedures and referral process will provide appropriate services for identified students. | 1, 2, 8, 9, 10 | Campus 504 Committee District 504 Coordinator Administrators | Process review by the District 504 Coordinator Review of 504 student folders | | | | |
| 10) Trained dyslexia personnel will provide dyslexia identification and services with the following: Dyslexia Intervention Program (DIP) and Carbo Power Reading | 1, 2, 3, 7, 8, 9, 10 | Principals District 504 Coordinator Trained Dyslexia Personnel | Review of: --504 Files --AEIS Results --I-Stations End-of-Year Reports --Campus Summary of Identified Students | | | | |
| Funding Sources: 211-6100 - Title I - Salaries - \$240033.00 | | | | | | | |
| 11) An audit of the current G/T district plan will be conducted during the 2012-2013 school year. Until this audit is completed and new plan provided, the current plan will be in effect. | 1, 2, 8, 9, 10 | Assistant Superintendents of Curriculum & Instruction District G/T Committee Principals | PEIMS Review Campus Summary of Identified Students Audit Findings New Plan for 2013-14 | | | | |

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|--|--------------------|---|---|--|--|--|--|
| <p>12) The district's campuses will be compliant with all federal and state initiatives including: AYP - Reading/Math; SSI; Accelerated Instruction; NCLB/HQ; Safe & Drug Free Schools; Compensatory Education; AU Identification at MEC; AYP Stage III for District; AYP Stage I for MHS; Special Education; Bilingual/ESL Education; Title I Schoolwide Components; 504 Including Dyslexia; G/T; Vocational/Technology (CTE); Staff/Principal Training; Pregnancy-Related Services and High School Initiative.</p> | <p>1, 2, 8, 10</p> | <p>Assistant Superintendent of Federal Programs Assistant Superintendents for Curriculum & Instruction</p> | <p>Campus reports/results for each special population group includes: --I-Stations Data --AEIS Data --Report Cards --CTBS Tests --OLPT Tests --IEPs --At-Risk Student List --PEIMS Data --LEP --G/T --504 & Dyslexia --Review of campus plans for compliance --AYP Data --PBMAS Data --Parent Surveys --DMAC Data --AMAO Data</p> | | | | |
| <p>Funding Sources: 199-6200 - SCE - Contract Services - \$30000.00, 199-6400 - SCE - Travel and Fees - \$950.00</p> | | | | | | | |
| <p>13) Test administration for all grades will be actively monitored and a standardized procedure will be used by all campuses to ensure proper testing. Attendance at test administration training will be required.</p> | <p>1, 2, 10</p> | <p>Assistant Superintendents of Curriculum & Instruction District Testing Coordinator Campus Testing Coordinators Campus Administration</p> | <p>Review campus tracking system concerning the students being tested Review of monitoring check sheets during assessments Sign-in sheets/agendas for required test administration trainings</p> | | | | |
| <p>14) A campus team will address the needs of MEC to raise the current accountability level of AU and address the drop-out rate. Additionally, a campus team will begin third year monitor at Tatom Elementary.</p> | <p>1, 2, 10</p> | <p>Assistant Superintendents of Curriculum & Instruction Administrators Counselors Teachers External PSP</p> | <p>Review of: AEIS Data AYP Data Goals of the School Improvement Plan (SIP)</p> | | | | |
| <p>Funding Sources: 199-6200 - SCE - Contract Services - \$30000.00</p> | | | | | | | |

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| <p>15) A district team and a team from MHS will address the AYP Stage I and Stage III ratings and requirements.</p> | <p>1, 2, 10</p> | <p>Assistant Superintendents of Curriculum & Instruction Administrators Counselors Teachers External PSP DCSI/CCSI</p> | <p>Review of: AEIS Data AYP Data Goals of the School Improvement Plan (SIP)</p> | | | | |
| <p>Funding Sources: 199-6200 - SCE - Contract Services - \$30000.00</p> | | | | | | | |
| <p>16) The District will provide a viable, sequential, aligned curriculum through the provision of C-Scope.</p> | <p>1, 2, 8, 9, 10</p> | <p>Assistant Superintendents of Curriculum & Instruction Principals Campus C-Scope Cohort Teams</p> | <p>Evidence of an aligned curriculum Lesson plans review Principal observations Cohort attendance</p> | | | | |
| <p>Funding Sources: 211-6300 - Title I - Supplies and Materials - \$16264.00, 211-6300 - Title I - Supplies and Materials - \$3700.00</p> | | | | | | | |
| <p>17) Summer school will be provided to meet the needs of identified struggling students, SSI and kindergarten and first grade bilingual students.</p> | <p>1, 2, 3, 8, 9, 10</p> | <p>Assistant Superintendents of Curriculum & Instruction Assistant Superintendent of Personnel Assistant Superintendent of Federal Programs</p> | <p>Summer School Grades and Attendance Records</p> | | | | |
| <p>Funding Sources: 211-6100 - Title I - Salaries - \$40000.00, 199-6100 - SCE - Salaries - \$40000.00</p> | | | | | | | |
| <p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p> | | | | | | | |

Goal 3: The Monahans-Wickett-Pyote Independent School District will require all students to attend school consistently in order to achieve academic success.

Performance Objective 1: The percentage of student attendance will remain above 95%; seeking to achieve 98%. The dropout rate will remain below 1% and the completion rate will remain at 97% or better.

Summative Evaluation: Data provided through AEIS, AYP and PEIMS will show that participation rates are within the acceptable range for all student groups.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------|---|---|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Attendance emphasis will be a positive focus on all campuses. | 1, 2, 6, 10 | Principals Counselors Teachers Campus Attendance Clerks Campus Attendance Committees District Truancy Officer Students Parents | Number of 5-Day and 8-Day Letters AEIS Data Final Principals' Reports on Attendance | | | | |
| | | | | Funding Sources: 199-6100 - SCE - Salaries - \$11000.00 | | | |
| 2) A check system will be used at each campus to contact parents/guardians and students concerning attendance. | 1, 10 | Principals Counselors Teachers Campus Attendance Clerks District Truancy Officer Students Parents | Number of 5-Day and 8-Day Letters AEIS Data Final Principals' Reports on Attendance | | | | |
| | | | | Funding Sources: 199-6100 - SCE - Salaries - \$11000.00 | | | |

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|--|-------|--|---|--|--|--|--|
| 3) Students and parents will be responsible for following compulsory attendance laws monitored by administrators, teachers and the district truancy officer. | 1, 10 | Principals Counselors Teachers Campus Attendance Clerks Campus Attendance Committees District Truancy Officer Students Parents | Number of 5-Day and 8-Day Letters AEIS Data Final Principals' Reports on Attendance | | | | |
| | | Funding Sources: 199-6100 - SCE - Salaries - \$11000.00 | | | | | |

 = Discontinue
  = No Progress
  = Some Progress
  = Considerable
  = Accomplished






Goal 4: The Monahans-Wickett-Pyote Independent School District will have positive, productive parental and community involvement on every campus.

Performance Objective 1: Positive, productive involvement will be measured by recorded counts of all parent participants at each campus activity, including committee meetings.

Summative Evaluation: Positive parental involvement will increase by 3% at each campus measured by parent participation documentation.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Each campus will provide programs to foster an increase in parent and community involvement. | 1, 2, 6, 9, 10 | Principals Assistant Principals Counselors District Parental Involvement Coordinator Teachers | Parental involvement reports from sign-in sheets, memberships and conferencing | | | | |
| Funding Sources: 211-6300 - Title I - Supplies and Materials - \$1000.00 | | | | | | | |
| 2) Each campus will encourage parents and community members through the use of committees and advisory groups to be in full participation in all campus/district activities and organizations. | 1, 2, 6, 10 | Principals Assistant Principals Counselors All Personnel | Membership Rolls Attendance Sign-In Sheets Participation Logs | | | | |
| 3) All campus teachers will post the signed Teacher Compact in classrooms, and the Student and Parent Compacts will be distributed to students and parents. All Compacts will be reviewed annually and copies of these forms will be posted on the district website. | 1, 2, 6, 10 | Assistant Superintendent of Federal Programs Principals All Teachers District Parental Involvement Coordinator | Principal observations of posted Teacher Compacts Annual review of Compacts complete by June 30, 2013 | | | | |

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|---|--------------------|--|--|--|--|--|--|
| <p>4) The MWP-ISD will establish communication with community members, parents and staff concerning the following: ARD, LPAC, SSI, Student Support Teams, Vocational/Technology, and State & Federal Funding Programs.</p> | <p>1, 2, 6</p> | <p>Superintendent Assistant Superintendents of Curriculum & Instruction Assistant Superintendent of Federal Program Compliance District Parental Involvement Coordinator SPED Director Principals Counselors</p> | <p>Attendance Sign-In Sheets Review of Completed Surveys</p> | | | | |
| <p>5) All campuses will provide training to parents a minimum of two times during the school year and will offer one parent conference opportunity each semester.</p> | <p>1, 2, 6, 10</p> | <p>Principals Counselors Assistant Superintendent of Federal Programs Assistant Superintendents of Curriculum & Instruction District Parental Involvement Coordinator</p> | <p>Attendance Sign-In Sheets Training Agendas</p> | | | | |
| <p>Funding Sources: 211-6300 - Title I - Supplies and Materials - \$1000.00</p> | | | | | | | |
| <p>6) All district educational staff will be trained annually in the requirements of Parental Involvement for federal purposes. Each campus will annually provide training to parents concerning the benefits of parental involvement in their child's education.</p> | <p>1, 2, 6, 10</p> | <p>Administrators Counselors Assistant Superintendent of Federal Programs District Parental Involvement Coordinator</p> | <p>Documentation of professional development on Parental Involvement Sign-in sheets/agendas from annual campus parent training on Parental Involvement</p> | | | | |
| <p>7) Continual communication will be provided to parents through the district website, letters, newsletters, flyers and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.</p> | <p>1, 2, 6, 10</p> | <p>Administrators Counselors Teachers Assistant Superintendents of Curriculum & Instruction</p> | <p>Review of written communication to parents in both English and Spanish Audit of information provided on district website</p> | | | | |
| <p>Funding Sources: 211-6300 - Title I - Supplies and Materials - \$2000.00</p> | | | | | | | |






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|---|-------------|---|--|--|--|--|--|
| 8) Professional staff will attend the State Parental Involvement Conference to obtain current information concerning parental engagement. | 1, 2, 6, 10 | Administrators Teachers Assistant Superintendents of Curriculum and Instruction District Parental Involvement Coordinator | Documentation of attendance at State Parental Involvement Conference | | | | |
| Funding Sources: 255-6400 - Title II - Travel and Fees - \$1500.00 | | | | | | | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished | | | | | | | |

Goal 5: The Monahans-Wickett-Pyote Independent School District will have open, accessible communication between students, employees and parents to ensure a disciplined, safe environment on every campus and at all school activities.

Performance Objective 1: Parent and community survey data will reflect that safe and secure schools are maintained throughout the District at a rate of 90%.

Summative Evaluation: 100% of parental and community concerns about communication are addressed in a timely manner.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) The MWP-ISD will establish regular communication with parents and the community regarding all efforts undertaken by the district utilizing the district website, parent involvement trainings, Parent Report Card & Conferencing Days, and meetings of all organizations. | 1, 2, 6, 10 | Principals Assistant Superintendent of Federal Programs Assistant Superintendents of Curriculum & Instruction | Numbers accessing the district's website will continue to increase District/campus documentation of parental involvement | | | | |
| Funding Sources: 211-6300 - Title I - Supplies and Materials - \$1000.00 | | | | | | | |
| 2) To provide safe schools, the district will continue to examine its security at every building seeking to correct identified problems. | 1 | Superintendent Administrative Staff Maintenance Workers Custodial Staff Grounds Staff Cafeteria Department Transportation Dept. City and county involvement, as needed | Reports to the Superintendent Documentation of Completed Work Orders Review of ESC 18 safety audits | | | | |
| 3) All new employees will be fingerprinted before hiring and payment of this service will be made by the individual seeking employment. | 1, 5 | Office of Personnel | Documentation by FastPass Audit by DPS | | | | |
| 4) Community and parents will become full partners with the district in all federal, state and district programs through the following: ARD Meetings; LPAC Meetings; Title I Transition Meetings; Parent Conferences; District/Campus Improvement Meetings; ESC 18 Trainings; School Events & Activities and Safe and Drug-Free Activities. | 1 | All Administration Teachers Parents Community Members | Survey of participation in all activities measured by sign-in sheets Parent/community membership rosters Minutes and agendas ESC 18 Safety Audit Documentation of campus programs | | | | |


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|--|-----------------|--|---|--|--|--|--|
| <p>5) The following will be used to communicate the need for Safe and Drug-Free environments: Student Handbook; Student Code of Conduct; Schoolwide Components; and, District Emergency Operations Plan.</p> | <p>1, 2</p> | <p>Principals Assistant Superintendents of Curriculum & Instruction District RN Head Nurse Counselors Teachers SHAC First Responders</p> | <p>Disciplinary Records Survey Results Federal Compliance Report Committee meeting agendas and sign-in sheets</p> | | | | |
| <p>6) The School Health Advisory Committee (SHAC) will meet at least four times per year and will facilitate the continuation of the requirements of the Health and Wellness Plan, the District Food Allergy Plan and the Sexual Abuse and Other Maltreatment of Children District Plan.</p> | <p>1, 6, 10</p> | <p>Superintendent Assistant Superintendent of Personnel SHAC Committee Members District Nursing Staff</p> | <p>SHAC minutes and agendas</p> | | | | |
| <p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p> | | | | | | | |

Goal 6: The Monahans-Wickett-Pyote Independent School District will provide every student the opportunity to use technology to aid in their academic growth.

Performance Objective 1: All teachers will demonstrate the use of technology integration in the classroom as observed through classroom observations and lesson plans documented by PDAS.

All students will be afforded the opportunity to utilize technology as part of their daily education.

Summative Evaluation: Teacher and student usage of technology will increase at every campus. Teachers will utilize technology integration as measured by PDAS Domain 2, Indicator 9.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------------|---|---|--|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Technology application and integration will be utilized in each content curriculum. | 1, 2, 3, 9, 10 | Principals Assistant Superintendents of Curriculum & Instruction | Computer Lab Usage Logs Lesson Plans PDAS Domain 2 | | | | |
| | | | | Funding Sources: 244-6300 - Carl Perkins' Supplies and Materials - \$18759.00 | | | |
| 2) Staff development will focus on technology integration across all content areas. | 1, 2, 3, 4, 9, 10 | Principals Assistant Superintendents of Curriculum & Instruction | Staff Development Sign-In Sheets Lesson Plan Reviews Review of PDAS Domain 2, Indicator 9 | | | | |
| | | | | Funding Sources: 211-6400 - Title I - Travel and Fees - \$3500.00 | | | |
| 3) Upgrade of technology hardware including computers, interactive white boards and mobile computer labs will be accomplished throughout the school year. | 1, 2, 10 | Technology Staff Technology Coordinator | Review of Campus Comprehensive Needs Assessment Inventory of Technology Equipment | | | | |
| | | | | Funding Sources: 199-6300 - SCE - Supplies and Materials - \$15000.00, 199-6300 - SCE - Supplies and Materials - \$16000.00, 199-6300 - SCE - Supplies and Materials - \$1000.00, 199-6300 - SCE - Supplies and Materials - \$18600.00 | | | |
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Goal 7: The Monahans-Wickett-Pyote Independent School District will develop a long term plan for facility improvements to efficiently utilize and maintain our present facilities.

Performance Objective 1: The Monahans-Wickett-Pyote ISD will maintain safe and orderly facilities for all visitors, community members, parents, students and staff.

Summative Evaluation: Maintenance records will reflect that 100% of all district facilities have been maintained in an efficient and timely manner.






| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) The Facilities Management Committee will create a district long-term maintenance and improvements facility plan for all campuses and district buildings. | 1, 2 | Superintendent Administrators Community Members Business Members Board of Trustees | Completed Facilities Maintenance & Improvements Plan Documentation of Facilities Management Committee meetings - agendas & sign-in sheets | | | | |
| | | | | | | | |

Goal 8: The Monahans-Wickett-Pyote Independent School District will instill in its students, citizenship, responsibility, pride and respect for their peers, school employees, and school facilities.

Performance Objective 1: All students will participate in curriculum relevant to becoming a positive, productive community member.

Summative Evaluation: Discipline referrals by campuses will show no increase over last year. Parental and community participation will be documented at each campus.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) All campuses will integrate citizenship, pride, and personal responsibility in each grades' curriculum. These may include: Safe & Drug-Free Activities; Character Education; Self-Image Teaching; Parent Training; Moment of Silence; Pledges to State & US Flags; Curriculum Outlined by the TEKS; Constitution Day; Declaration of Independence Week and any other special emphasis days as required. | 1, 2, 6 | Principals Counselors All Classroom Teachers | Lesson plans Records of participation by students, parents, and volunteers for documentation Observations by administrators of student and teacher participation | | | | |
| 2) Input from parents will be included in the Safe & Drug-Free Schools federal program application and compliance reports. | 1, 2, 6, 10 | Principals Counselors Parents Assistant Superintendent of Federal Programs | Review of Surveys Completed Compliance Report | | | | |
| 3) The district will seek to communicate with all stakeholders the need for citizenship, responsibility, pride, and respect for the school, the community and the nation. | 1, 2, 6, 10 | Superintendent Assistant Superintendents of Curriculum & Instruction Principals Counselors Teachers | Results of Parent, Teacher and Student Surveys | | | | |

| | | | | | | | |
|--|----------------|--|---|--|--|--|--|
| <p>4) The district will provide information to employees, parents, community members, and as appropriate, to students concerning the issues of suspected child abuse/neglect and bullying through the following: assemblies, pamphlets/brochures, district website and professional training.</p> | <p>1, 2, 6</p> | <p>Counselors Campus Administration Assistant Superintendents of Curriculum & Instruction School Nurses Teachers</p> | <p>Decrease in the number of child abuse/neglect and bullying cases as tracked by campus counselors and referral process Documentation of assemblies and distribution of pamphlets & brochures Documentation of professional development on bullying, cyberbullying, child abuse and other maltreatment of children</p> | | | | |
| <p>5) All incidents of bullying will be investigated and documented using the Walsh & Anderson "Bullying Toolkit for Administrators".</p> | <p>1, 2, 6</p> | <p>Campus Administrators Assistant Superintendents of Curriculum & Instruction</p> | <p>Documentation of reports filed using materials from Walsh & Anderson toolkit</p> | | | | |
| <p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p> | | | | | | | |

Goal 9: Communication with all employees at each level of employment will enhance the school environment and allow the operation of the school district to be efficient.

Performance Objective 1: District records will reflect that 90% of current employees will remain in the district.

Summative Evaluation: District employment records will show that 100% of instructional professional and paraprofessional employees meet highly qualified standards.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) The district will employ and retain highly qualified personnel by providing a positive and supportive working environment for all staff. Additionally, assistance will be provided to employees concerning the management of permits and certificates. | 1, 2, 3, 5, 10 | Superintendent Assistant Superintendent of Personnel Personnel Administrative Secretary | Annual Highly Qualified Survey of staff for NCLB Evaluation Certification & transcript audits | | | | |
| | | | | Funding Sources: 255-6400 - Title II - Travel and Fees - \$450.00 | | | |
| 2) Formative and summative conferences will be held to establish "Proficient" and "Exceeds Expectations" in all teaching domains of the PDAS. Walk-throughs will be conducted to allow teachers the opportunity to grow in their chosen career. | 1, 2, 3, 5, 8, 10 | Principals Assistant Superintendents of Curriculum & Instruction Assistant Superintendent of Personnel | PDAS Evaluation Walk-Through Data AEIS Data | | | | |
| | | | | Funding Sources: 199-6200 - SCE - Contract Services - \$5421.00 | | | |
| 3) The district will participate in job fairs and as a partner with universities and ESC18 to attract highly qualified applicants from all representative student populations to fill available teaching positions in the district. | 1, 2, 3, 5 | Assistant Superintendent of Personnel Personnel Administrative Secretary Principals | District positions filled with highly qualified employees Records from job fairs attendance | | | | |

| | | | | | | | |
|--|---|---|--|--|--|--|--|
| 4) Provisions to help fund the salaries of dual enrollment and at-risk teachers at MHS through the High School Allotment fund will continue. | 1, 2, 3, 5 | Assistant Superintendents of Curriculum & Instruction Assistant Superintendent of Personnel | Review class size numbers for dual enrollment classes Tutoring attendance sheets | | | | |
| 5) The district will continue to use the TOP certification program from ESC 18 to allow all paraprofessionals to be highly qualified for their positions. | 1, 2, 10 | Principals Assistant Superintendent of Personnel Assistant Superintendent of Federal Programs | Number of paraprofessionals trained Completion of evaluations by ESC18 reported to the district | | | | |
| | Funding Sources: 255-6400 - Title II - Travel and Fees - \$5613.00 | | | | | | |
| 6) Continuing staff development will be provided to meet federal guidelines for individual campuses & the district, including the following: Classroom Management; Science Training; Math Training; ELAR Training; Social Studies Training; C-Scope Training; Parental Involvement; Technology; PDAS Training; STAAR; Think Through Math (3-8); I-Stations (7 & 8); TEPSA; Title III Symposium; Frog Street; TABE and New Employees' Training. | 1, 2, 3, 4, 5, 6, 10 | Assistant Superintendents of Curriculum & Instruction Assistant Superintendent of Federal Programs Principals | AEIS Data Retention of Employees AYP Data | | | | |
| | Funding Sources: 211-6400 - Title I - Travel and Fees - \$19412.00, 255-6400 - Title II - Travel and Fees - \$5613.00 | | | | | | |
| | | | | | | | |

State Compensatory

Budget for District Improvement Plan:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|---|---------------------|
| 6100 Payroll Costs | | |
| 199-11-6100-00-001-3-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$136,507.00 |
| 199-11-6100-00-002-3-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$223,678.00 |
| 199-11-6100-00-041-3-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$85,631.00 |
| 199-11-6100-00-107-3-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$158,357.00 |
| 199-11-6100-00-108-3-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$151,140.00 |
| 199-11-6100-00-109-3-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$99,446.00 |
| 6100 Subtotal: | | \$854,759.00 |
| 6200 Professional and Contracted Services | | |
| 199-11-6200-00-999-3-30 | 6219 Professional Services | \$30,000.00 |
| 199-13-6200-01-810-3-30 | 6219 Professional Services | \$5,421.00 |
| 6200 Subtotal: | | \$35,421.00 |
| 6300 Supplies and Services | | |
| 199-12-6300-00-999-3-30 | 6325 Library Books - Locally Defined | \$16,390.00 |
| 199-11-6300-02-999-3-30 | 6339 Testing Materials | \$8,000.00 |
| 199-11-6300-00-999-3-30 | 6395 Supplies, DP Operations - Locally Defined | \$15,000.00 |
| 199-11-6300-00-999-3-30 | 6397 Other Equipment - Locally Defined | \$15,000.00 |
| 199-11-6300-00-002-3-30 | 6398 Computer Supplies/Software - Locally Defined | \$19,600.00 |
| 199-11-6300-00-002-3-30 | 6399 General Supplies | \$3,950.00 |
| 199-11-6300-00-041-3-30 | 6399 General Supplies | \$2,000.00 |

| | | |
|-----------------------------------|-----------------------|--------------------|
| 199-11-6300-00-107-3-30 | 6399 General Supplies | \$4,000.00 |
| 199-11-6300-00-108-3-30 | 6399 General Supplies | \$4,500.00 |
| 199-11-6300-00-109-3-30 | 6399 General Supplies | \$300.00 |
| 199-52-6300-00-999-3-30 | 6399 General Supplies | \$200.00 |
| 199-11-6300-00-001-3-30 | 6399 General Supplies | \$1,000.00 |
| 6300 Subtotal: | | \$89,940.00 |
| 6400 Other Operating Costs | | |
| 199-11-6400-00-002-3-30 | 6411 Employee Travel | \$200.00 |
| 199-23-6400-00-002-3-30 | 6411 Employee Travel | \$250.00 |
| 199-31-6400-00-001-3-30 | 6411 Employee Travel | \$250.00 |
| 199-31-6400-00-041-3-30 | 6411 Employee Travel | \$250.00 |
| 6400 Subtotal: | | \$950.00 |

Personnel for District Improvement Plan:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|-----------------|--------------------------|------------|
| Akins, Lyndal | Teacher | Elementary | .4000 |
| Armendariz, Debbie | Aide | Instruction | 1.000 |
| Barnes, Lynn | Reading Coach | Instruction | 1.000 |
| Benad, Bonnie | Counselor | Instruction | .5000 |
| Bowman, Kristi | Counselor | Aide | .5000 |
| Brandenburg, Laura | Teacher | Secondary Math | .1250 |
| Bustos, Delma | Aide | Instruction | 1.000 |
| Caballero, Vanessa | Aide | Instruction | 1.000 |
| Carter, Kelly | Teacher | Secondary Math | .1250 |
| Cerna, Lisa | Aide | Instruction | .2499 |
| Chavez, Alicia | Aide | Instruction | 1.000 |
| Cherry, Alice | Aide | Instruction | .8984 |
| Cornelius, Kathy | Reading Coach | Instruction | 1.000 |
| Cosby, Jacqu | Aide | Instruction | 1.000 |
| Crumrine, Karen | Aide | Instruction | 1.000 |
| Davila, Joshua | Teacher | Secondary Math | 1.000 |
| Davis, Jolene | Teacher | Secondary ELA | .1250 |
| Derrick, Linda | Teacher | Secondary ELA | .1250 |
| Doege, Doug | Principal | Administration | .9069 |
| Gambino, Debbie | Counselor | Instruction | .5625 |
| Garcia, Ericka | Aide | Instruction | .2000 |
| Golson, Amanda | Teacher | Secondary Science | .1250 |
| Guzman, Martha | Aide | Instruction | 1.000 |
| Howard, Fred | Teacher | Secondary Social Studies | .1100 |

| | | | |
|----------------------|---------------|--------------------------|-------|
| Hutson, Julie | Teacher | Secondary ELA | .1250 |
| King, Tommy | Supervisor | DAEP | .1875 |
| McAnally, Josie | Teacher | Secondary Math | .2207 |
| McCown, Lee | Teacher | Secondary Social Studies | .1084 |
| Moore, Brandi | Reading Coach | Instruction | 1.000 |
| Morgan, Sue | Aide | Instruction | .8000 |
| Munoz, Nancy | Aide | Instruction | 1.000 |
| Murphey, Hayden | Teacher | Secondary Science | .5000 |
| Navarrette, Yvette | Aide | Instruction | 1.000 |
| Phipps, Leisa | Aide | Instruction | 1.000 |
| Porras, Tracie | Teacher | Secondary Math | .2500 |
| Qualls, Steve | Teacher | Secondary Social Studies | .1136 |
| Rodriguez | Aide | Instruction | 1.000 |
| Rose, Karen | Aide | Instruction | .8000 |
| Salazar, Lori | Teacher | Secondary Science | .1250 |
| Simpson, Cynthia | Teacher | Secondary ELA | .1250 |
| Smith, Blanca | Counselor | Instruction | .5000 |
| Sotelo, Sherry | Aide | Instruction | 1.000 |
| Swenson, George | Aide | Instruction | 1.000 |
| Tavarez, Mirna | Aide | Instruction | 1.000 |
| Thee, Lacey | Aide | Instruction | 1.000 |
| Thomas, Kimberly | Counselor | Instruction | .5000 |
| Valenzuela, Brittany | Aide | Instruction | .2000 |
| Vasquez, Angela | Aide | Instruction | 1.000 |
| Williams, Carol | Aide | Instruction | 1.000 |

Title I

Schoolwide Program Plan

All campuses in the Monahans-Wickett-Pyote Independent School District qualify as Schoolwide Title I Campuses under the NCLB Act of 2001. Due to the additional federal funding received as Title I Campuses, we are able to upgrade the entire educational program at each of our campuses. Our primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Students who experience difficulty mastering these standards are provided timely, effective, additional assistance. Our schoolwide programs contain research-based strategies designed to assist schoolwide reform and improvement. Professional development for teachers is required in order to improve the quality of instruction. Our staff is also encouraged to engage parents and the community to aid in planning and decision-making regarding the operation of the school. We feel that all of these elements, including the parents and community members, strengthen our district's ability to meet the needs of all students and improve the overall district program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

In May 2012, Monahans-Wickett-Pyote Independent School District conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of district administration, campus administration, teachers, parents and community members. In a systematic effort to acquire an accurate and thorough picture of the district the DIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

1. Student Achievement
2. School Culture and Climate
3. Family and Community Involvement
4. Demographics
5. Staff Quality, Recruitment and Retention
6. Curriculum, Instruction and Assessment
7. Technology
8. School Context Organization

2: Schoolwide Reform Strategies

MWP ISD will focus on the following areas:

Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;

Use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program in the school;
- increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
- include strategies for meeting the educational needs of historically under served populations.

Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include;

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and
- address how the campus will determine if such needs have been met; and are consistent with , and are designed to implement the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Monahans-Wickett-Pyote Independent School District strives to maintain that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet highly qualified. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching. All teachers in the district are currently HQ.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Monahans-Wickett-Pyote Independent School District will provide professional development support for campus and district initiatives. District initiatives include: CScope, Thinking Maps K-6, and IStations K-6. Specific strategies and specific campus initiatives are detailed in each Campus Improvement Plan to address this goal.

5: Strategies to attract highly qualified teachers

The district participates in the Region 18 Service Center, Sul Ross University and additional job fairs as needed to attract the most qualified applicants.

The district pays above base ranging from \$8,850 - \$11,256 depending on years of experience. For the 2012-2013 school year individuals paid on the pay scale will see an increase of two steps. Additionally, teachers will see a one percent increase and all other employees will receive a four percent raise. The district also contributes \$395.00 monthly towards employee health insurance.

6: Strategies to increase parental involvement

Each Title I campus will have an administrator that is responsible for all NCLB involvement activities. Efforts to increase parent involvement are reviewed each spring at both the district and campus levels.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The MWP ISD preschool program provides young children with early learning experiences that will enable them to meet the academic standards throughout elementary and secondary schools. Depending on enrollment the district offers three-five half day preschool programs and one PPCD (Preschool Programs for Children with Disabilities). Pre-kindergarten students and their families participate in the spring Kindergarten roundup. Coordination between the district and community preschool programs includes campus tours, Pre-Kindergarten orientation, and collaboration with Preschool campus teachers.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

The district has in place the following programs/activities to include teachers in the decisions regarding the use of academic assessments:

- Grade level/department meetings are held on a regular basis to review data, monitor student progress and create data-driven curriculum and activities
- Continued professional development in data disaggregation (DMAC, IStations)
- Continued professional development with Lead4ward (STAAR)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The district ensures that campuses will utilize the following activities to ensure that students who are experiencing difficulty master the proficient or advanced levels of academic achievement levels:

- Grade level/department planning
- DMAC/Benchmarking
- CScope

- After school tutoring
- Computer assisted learning
- Parent Report Card Days
- SST's (Student Support Teams)
- Professional development

10: Coordination and integration of federal, state and local services and programs

Funds are combined to upgrade the entire educational system within the district. Specifically, Title I and SCE funds are utilized to provide additional services to struggling learners. Local and federal dollars are integrated to provide targeted professional development and to purchase scientific research based curriculum.

2012-2013 District Education Improvement Committee

| Committee Role | Name | Position | Signature |
|-----------------------------|--------------------|--|------------------|
| Business Representative | Camilla Blum | Ward County Adult Probation | |
| Classroom Teacher | Lynn Barnes | Reading Interventionist - Tatom Elementary | |
| Classroom Teacher | Carla Brown | Teacher - Sudderth Elementary | |
| Classroom Teacher | Nancy Carter | Teacher - Walker Junior High | |
| Classroom Teacher | Josh Davila | Teacher - Monahans Education Center | |
| Classroom Teacher | Melissa Dutton | Teacher - Sudderth Elementary | |
| Classroom Teacher | Linda Grant | Teacher - Monahans High School | |
| Classroom Teacher | Julie Hutson | Teacher - Walker Junior High | |
| Classroom Teacher | Karrah Iglehart | Teacher - Tatom Elementary | |
| Classroom Teacher | Shane Lynch | Teacher - Monahans High School | |
| Classroom Teacher | Patricia Montez | Teacher - Sudderth Elementary | |
| Classroom Teacher | Peggy Mullins | Teacher - Tatom Elementary | |
| Classroom Teacher | Autumn Nichols | Teacher - Cullender Kindergarten | |
| Classroom Teacher | Laure Owens | Teacher - Monahans High School | |
| Classroom Teacher | Lacey Sanders | Teacher - Monahans High School | |
| Classroom Teacher | Isela Santillan | Teacher - Cullender Kindergarten | |
| Classroom Teacher | Amy Strickland | Teacher - Walker Junior High | |
| Classroom Teacher | Donna Upchurch | Teacher - Tatom Elementary | |
| Classroom Teacher | Kellye Valenzuela | Teacher - Sudderth Elementary | |
| Classroom Teacher | Dianne Waggoner | Teacher - Monahans High School | |
| Community Representative | Georgeanna Swanson | | |
| District-level Professional | Kim Gilliam | SPED Director | |
| District-level Professional | Bonnie Richardson | Assistant Superintendent | |

| | | | |
|-----------------------------|----------------|--|--|
| District-level Professional | Kellye Riley | Assistant Superintendent | |
| Non-classroom Professional | Bonnie Benad | Counselor - Cullender & Tatom | |
| Non-classroom Professional | Kristi Bowman | Counselor - Walker Junior High | |
| Non-classroom Professional | Chad Branham | Assistant Principal - Tatom Elementary | |
| Non-classroom Professional | Doug Doege | Principal - Monahans Education Center | |
| Non-classroom Professional | Debbie Gambino | Counselor - MHS/MEC | |
| Non-classroom Professional | Ronnie Golson | Assistant Principal - Sudderth Elementary | |
| Non-classroom Professional | Connie Harris | School Nurse - Sudderth/WJH | |
| Non-classroom Professional | Jeff Jones | Principal - Monahans High School | |
| Non-classroom Professional | Kathy Lewallen | Principal - Sudderth Elementary | |
| Non-classroom Professional | Roy Rutledge | Principal - Walker Junior High | |
| Non-classroom Professional | Dianna Scott | Principal - Cullender Kindergarten | |
| Non-classroom Professional | Chad Smith | Assistant Principal - Monahans High School | |
| Non-classroom Professional | Blanca Smith | Counselor - Sudderth Elementary | |
| Non-classroom Professional | Jill Steen | Principal - Tatom Elementary | |
| Non-classroom Professional | Kim Thomas | Counselor - Monahans High School | |
| Parent | Becky Moore | | |

District Funding Summary

| 211-6100 - Title I - Salaries | | | | | |
|--|------------------|-----------------|----------------|--------------------------------------|------------------|
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 2 | 1 | 1 | | Reading Interventionists | \$284,483 |
| 2 | 1 | 10 | | Reading Interventionists | \$240,033 |
| 2 | 1 | 17 | | 211-11-6100 - Summer School Teachers | \$40,000 |
| Sub-Total | | | | | \$564,516 |
| 211-6200 - Title I - Contract Services | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 1 | 1 | 1 | | Comprehensive School Support | \$29,729 |
| 1 | 1 | 1 | | I-Stations/TTM | \$4,395 |
| 1 | 1 | 1 | | C-Scope & ELAR | \$2,400 |
| 1 | 1 | 5 | | Comprehensive School Support | \$29,729 |
| 2 | 1 | 1 | | Comprehensive School Support | \$29,729 |
| 2 | 1 | 1 | | I-Station/TTM Training | \$4,300 |
| Sub-Total | | | | | \$100,282 |
| 211-6300 - Title I - Supplies and Materials | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 1 | 1 | 3 | | C-Scope Program | \$16,264 |
| 1 | 1 | 3 | | I-Stations (K-2) | \$8,000 |
| 1 | 1 | 3 | | Algebra I Intervention | \$725 |
| 1 | 1 | 3 | | Plan4Learning | \$2,000 |
| 1 | 1 | 3 | | Thinking Maps | \$2,000 |
| 1 | 1 | 3 | | Dibels | \$500 |
| 1 | 1 | 3 | | Study Island | \$7,600 |
| 1 | 1 | 3 | | C-Scope Kits | \$3,700 |
| 2 | 1 | 16 | | C-Scope Program | \$16,264 |

| | | | | | |
|------------------|---|----|--|-------------------------------|----------|
| 2 | 1 | 16 | | C-Scope Kits | \$3,700 |
| 4 | 1 | 1 | | Parental Involvement | \$1,000 |
| 4 | 1 | 5 | | Parental Involvement Supplies | \$1,000 |
| 4 | 1 | 7 | | School & Home Connection | \$2,000 |
| 5 | 1 | 1 | | Parental Involvement Supplies | \$1,000 |
| Sub-Total | | | | | \$65,753 |

211-6400 - Title I - Travel and Fees

| Goal | Objective | Strategy | Summary | Account Code | Amount |
|------------------|-----------|----------|---------|-----------------------|----------|
| 1 | 1 | 1 | | | \$19,412 |
| 6 | 1 | 2 | | TCEA State Conference | \$3,500 |
| 9 | 1 | 6 | | | \$19,412 |
| Sub-Total | | | | | \$42,324 |

255-6400 - Title II - Travel and Fees

| Goal | Objective | Strategy | Summary | Account Code | Amount |
|------------------|-----------|----------|---------|---------------------------------------|----------|
| 1 | 1 | 1 | | | \$5,600 |
| 4 | 1 | 8 | | Parental Involvement State Conference | \$1,500 |
| 9 | 1 | 1 | | Teacher Certifications/Permits | \$450 |
| 9 | 1 | 5 | | | \$5,613 |
| 9 | 1 | 6 | | | \$5,613 |
| Sub-Total | | | | | \$18,776 |

199-6100-23 - SPED Salaries

| Goal | Objective | Strategy | Summary | Account Code | Amount |
|------|-----------|----------|---------|-----------------------------|-----------|
| 2 | 1 | 1 | | 199-6100-001-23 (MHS) | \$309,071 |
| 2 | 1 | 1 | | 199-6100-002-23 (MEC) | \$41,254 |
| 2 | 1 | 1 | | 199-6100-041-23 (WJH) | \$189,020 |
| 2 | 1 | 1 | | 199-6100-107-23 (Sudderth) | \$332,337 |
| 2 | 1 | 1 | | 199-6100-108-23(Tatom) | \$168,406 |
| 2 | 1 | 1 | | 199-6100-109-23 (Cullender) | \$40,347 |

| | | | | | |
|--|------------------|-----------------|----------------|---|---------------|
| 2 | 1 | 7 | | MEC SPED Teaching Staff | \$41,254 |
| Sub-Total | | | | | \$1,121,689 |
| 244-6300 - Carl Perkins' Supplies and Materials | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 2 | 1 | 2 | | Budgeted for Special Education | \$1,000 |
| 2 | 1 | 2 | | Budgeted for Post-Secondary | \$100 |
| 2 | 1 | 8 | | | \$18,759 |
| 6 | 1 | 1 | | | \$18,759 |
| Sub-Total | | | | | \$38,618 |
| 244-6400 - Carl Perkins - Travel and Fees | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 2 | 1 | 8 | | | \$2,000 |
| Sub-Total | | | | | \$2,000 |
| 199-6100 - SCE - Salaries | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 2 | 1 | 1 | | 199-6100-001-30 (MHS) | \$135,607 |
| 2 | 1 | 1 | | 199-6100-041-30 (WJH) | \$85,631 |
| 2 | 1 | 1 | | 199-6100-108-30 (Tatom) | \$151,140 |
| 2 | 1 | 1 | | 199-6100-107-30 (Sudderth) | \$158,357 |
| 2 | 1 | 1 | | 199-6100-109-30 (Cullender) | \$99,446 |
| 2 | 1 | 1 | | 199-6100-002-30 (MEC) | \$223,678 |
| 2 | 1 | 1 | | 199-6100-699-30 (Summer School) | \$40,000 |
| 2 | 1 | 2 | | 199-6100-108/109-30 (Tatom & Cullender) | \$29,267 |
| 2 | 1 | 2 | | 199-6100-107-30 (Sudderth) | \$27,457 |
| 2 | 1 | 2 | | 199-6100-041-30 (WJH) | \$29,347 |
| 2 | 1 | 2 | | 199-6100-001/002-30 (MHS/MEC) | \$63,997 |
| 2 | 1 | 7 | | MEC Teaching Staff | \$223,678 |
| 2 | 1 | 17 | | Summer School | \$40,000 |

| | | | | | |
|--|------------------|-----------------|---|--|---------------|
| 3 | 1 | 1 | | Partial Salary of District Liaison Officer | \$11,000 |
| 3 | 1 | 2 | | Partial Salary of District Liaison Officer | \$11,000 |
| 3 | 1 | 3 | | Partial Salary of District Liaison Officer | \$11,000 |
| Sub-Total | | | | | \$1,340,605 |
| 199-6200 - SCE - Contract Services | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 1 | 1 | 3 | | DMAC | \$5,421 |
| 2 | 1 | 12 | Federal and State Funds Excluding Salaries | External PSP | \$30,000 |
| 2 | 1 | 14 | | External PSP | \$30,000 |
| 2 | 1 | 15 | | External PSP | \$30,000 |
| 9 | 1 | 2 | | DMAC | \$5,421 |
| Sub-Total | | | | | \$100,842 |
| 199-6300 - SCE - Supplies and Materials | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 1 | 1 | 3 | | 199-6300-001-30 (MHS) | \$1,000 |
| 1 | 1 | 3 | | 199-6300-002-30 (MEC) | \$3,500 |
| 1 | 1 | 3 | | 199-6300-041-30 (WJH) | \$2,000 |
| 1 | 1 | 3 | | 199-6300-107-30 (Sudderth) | \$4,000 |
| 1 | 1 | 3 | | 199-6300-108-30 (Tatom) | \$1,500 |
| 1 | 1 | 3 | | 199-6300-109-30 (Cullender) | \$300 |
| 2 | 1 | 1 | | 199-6300-021-30 (MEC) | \$18,600 |
| 2 | 1 | 3 | | Special Populations Testing Materials | \$8,000 |
| 6 | 1 | 3 | Technology Monies from Local (199) Budget - \$250,000 & IMA Funds for Technology Equipment @ Cullende | Data Processing | \$15,000 |
| 6 | 1 | 3 | Technology Monies from Local (199) Budget - \$250,000 & IMA Funds for Technology Equipment @ Cullende | Software for Libraries | \$16,000 |
| 6 | 1 | 3 | Technology Monies from Local (199) Budget - \$250,000 & IMA Funds for Technology Equipment @ Cullende | Technology at MEC | \$1,000 |

| | | | | | |
|--|------------------|-----------------|---|-----------------------|---------------|
| 6 | 1 | 3 | Technology Monies from Local (199) Budget - \$250,000 & IMA Funds for Technology Equipment @ Cullende | Odyssey Ware at MEC | \$18,600 |
| Sub-Total | | | | | \$89,500 |
| 199-6400 - SCE - Travel and Fees | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 2 | 1 | 2 | | 199-6400-041-30 (WJH) | \$250 |
| 2 | 1 | 2 | | 199-6400-001-30 (MHS) | \$250 |
| 2 | 1 | 12 | Federal and State Funds Excluding Salaries | | \$950 |
| Sub-Total | | | | | \$1,450 |
| 263-6300 - Title III - Supplies and Materials | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 1 | 1 | 3 | | English for Success | \$9,900 |
| Sub-Total | | | | | \$9,900 |
| 263-6400 - Title III - Travel and Fees | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 1 | 1 | 1 | | | \$2,300 |
| Sub-Total | | | | | \$2,300 |
| 255-6100 - Title II - Salaries | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 2 | 1 | 1 | | Class-Size Reduction | \$100,790 |
| Sub-Total | | | | | \$100,790 |
| 263-6200 - Title III - Contract Services | | | | | |
| Goal | Objective | Strategy | Summary | Account Code | Amount |
| 2 | 1 | 1 | | English for Success | \$100 |
| Sub-Total | | | | | \$100 |
| Grand Total | | | | | \$3,599,445 |