

**MEDINA INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2008- 2009**

Mission Statement

“To create a quality educational system, by providing an excellent learning environment and quality staff, which supports a climate where children and what they learn are important and which allows for meaningful community involvement in ensuring students’ success in today’s world.”

Approved on
October 20, 2008
Medina ISD Board of Trustees

DISTRICT DECISION-MAKING COMMITTEE

Dale Naumann, Chairperson

Shanna Foster, Kindergarten Teacher
Kim Richardson, 5th Grade Teacher
DJ Dabney, 2nd Grade Teacher
Annette Senski, Secondary Math Teacher
Nancy Reagan, Secondary Language Arts Teacher
D'Ann Tisdale, Secondary Resource Teacher
Amy Craddock, Special Education Secretary
Gina Marks, District IDEA Director

PARENT

Dina Buettner, Elementary School Parent

BUSINESS/COMMUNITY

Bill Stegemueller, Pastor, Medina United Methodist Church
Judy Moore, Retired Teacher

COMPREHENSIVE NEEDS ASSESSMENT (TIA12)

The Medina Independent School District conducted comprehensive needs assessments based on Academic Excellence Indicator System (AEIS) data such as Texas Assessment of Academic Skills (TAKS) performance, attendance rates, dropout rates, and SAT/ACT (college entrance exam) data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female. Individual student weaknesses were determined by disaggregating TAKS data by subject area and the domains and skills within each area.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the following:

- ◆ Curriculum
- ◆ Staff Development
- ◆ Instruction
- ◆ School Organization
- ◆ Staffing
- ◆ Budgeting

Goal #1

All student groups taking the TAKS reading, writing, and math tests will meet or exceed the state standard for passing, each campus will achieve a campus rating of Exemplary and the district rating will reach Exemplary in 2009.

Objectives

Reading, Writing, English Language Arts

All Students will meet the state minimum expectations on TAKS in the year 2008-2009.

Economically Disadvantaged students will meet the state minimum expectations on TAKS in the year 2008-2009.

Hispanic students will meet the state minimum expectations on TAKS in the year 2008-2009.

White students will meet the state minimum expectations on TAKS in the year 2008-2009.

All students and student groups will meet AYP requirements in the Year 2008-2009.

Math

All Students will meet the state minimum expectations on TAKS in the year 2008-2009.

Economically Disadvantaged students will meet the state minimum expectations on TAKS in the year 2008-2009.

Hispanic students will meet the state minimum expectations on TAKS in the year 2008-2009.

White students will meet the state minimum expectations on TAKS in the year 2008-2009.

All students and student groups will meet AYP requirements in the Year 2008-2009.

Science

All Students will meet the state minimum expectations on TAKS in the year 2008-2009.

Economically Disadvantaged students will meet the state minimum expectations on TAKS in the year 2008-2009.

Hispanic students will meet the state minimum expectations on TAKS in the year 2008-2009.

White students will meet the state minimum expectations on TAKS in the year 2008-2009.

Social Studies

All Students will meet the state minimum expectations on TAKS in the year 2008-2009.

Economically Disadvantaged students will meet the state minimum expectations on TAKS in the year 2008-2009.

Hispanic students will meet the state minimum expectations on TAKS in the year 2008-2009.

White students will meet the state minimum expectations on TAKS in the year 2008-2009.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
1.A. Continue/update the use of the Compass Learning Computer Labs to increase reading, writing, and math skills (TIA13)	Dale Naumann, Principal, Medina Elementary	Technology Local Title I, Part A	Compass Learning Assessments	Weekly	Texas Primary Reading Inventory (TPRI)
1.B. Continue/expand school tutorials to assist at-risk students (TIA19)	Campus Principals	Title I , Part A State Compensatory SCE - \$60,500 FTE – 1.47	Failure Rates	3 weeks	Failure Reports Progress Reports TAKS
1.C. Continue technology implementation/ improvement and integration of technology and curriculum (TIA13)	Adam Hermes, Technology Coordinator	Technology Special Education	Lesson Plans	Weekly	TPRI TAKS
1.D. Work to vertically align curriculum in grades K-8 through staff development (TIA16)	Campus Principals	Title II , Part A TPTR Local	Inservice Training Rosters Lesson Plans	As assigned	TPRI TAKS
1.E. Provide counseling services for at-risk students (TIA19)	Marianne Jones Counselor	Local Special Education Title I, Part A	ADA Report Cards Counselor logs	Daily 6 Weeks Daily	AEIS Data

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
1.F. Provide counseling services for Section 504 students	Marianne Jones Counselor	Local Title I, Part A	Counselors logs Progress Reports Report Cards	Daily 3 Weeks 6 Weeks	TPRI TAKS AEIS Data
1.G. Continue to expand and improve library and media resources for MISD libraries	Rebecca Bootzin, Librarian Ross Hord Superintendent	Title V, Part A	Purchase Orders Librarian Logs	May 2009	Student Surveys
1.H. Staff development and steps taken to implement and/or improve: 1. Initial Evaluations and Pre-Referral Checklist 2. Least Restrictive Environment (LRE) and the impact/importance of Modifications 3. Incorporated Related Services into curriculum 4. Timelines for Re-Evaluations, IEP implications and implementation, present level of performance and educational needs 5. Transition Services and Materials, including sample materials and resources that inform and provide guidance to students and parents regarding transition planning (TIA15)	Ginna Marks, Special Education Diagnostician /Supervisor	Comprehensive Analysis Process (CAP) Plan Special Education	Individualized Education Plan (IEP) Staff Development agendas, minutes, and sign-in sheets	6 Weeks As scheduled	CAP Checklist for compliance

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
1.I. Continue/expand G/T opportunities	Ross Hord, Superintendent Joe Jones, Secondary Principal Dale Naumann, Elementary Principal Marianne Jones, Counselor G/T Teachers	G/T Funding Local Activity Region 20 Education Service Center (ESC) Texas Mathematics League Competition American High School Mathematics Exam Independent Study University Interscholastic League (UIL) Curriculum Differentiation	Lesson Plans G/T Frameworks	Weekly Ongoing updates	Student participation logs Academic competition (awards) ACT SAT TAKS Student Surveys Staff Surveys Parent Surveys
1.J. Provide increased reading opportunities and practice for students in K-6 reading computer lab (TIA13)	Dale Naumann, Elementary Principal Adam Hermes, Technology Director Elementary Teachers Librarian	Title I, Part A State Compensatory SCE - \$ 45,270 FTE 1.0	Computer Assessments	Daily End of each semester	TAKS Reading improvement comparisons
1.K. Provide increased individual classroom assistance for at-risk students by providing additional educational aides	Ross Hord, Superintendent Dale Naumann, Elementary Principal	Special Education SPED - \$ 124,000 FTE - 6.00 State Compensatory SCE - \$ 10,500	Failure Rates Report Cards	6 weeks	AEIS Data TAKS

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
1. L Teachers will receive training in Texas Scottish Rites Dyslexia Video Program as well as other training relating to Dyslexia	Dale Naumann, Elementary Principal Joe Jones, Secondary Principal	Title I, Part A State Compensatory	Enrollment forms		Certificates
1.M. Teachers will maintain or gain certifications through alternative certification program classes, G/T certification professional development programs, and other staff development (TIA14, TIA15)	Ross Hord, Superintendent	G/T Funding Title II, Part A TPTR	Teacher Self-Report	May 2009	Personnel Records
1.N. Increase parent involvement in Title I planning and implementation (TIA5)	Ross Hord, Superintendent Dale Naumann, Elementary Principal Joe Jones, Secondary Principal	Parent meeting during Fall and Spring semesters	Minutes of Meetings Parent Sign-in sheets	Each Semester	Parent Evaluations completed in Spring meeting
1.O. Increase teacher input on local, high quality assessments	Dale Naumann, SBDM Chair		Minutes of SBDM Meeting	Anually	
1.P. Teacher training regarding earlier intervene services for students identified as academically struggling	Campus Principals	ESC - 20 Specialists	Staff Development agendas and sign-in sheets	Anually	Decrease in IDEA referrals from both campuses

Goal #2

- Student attendance will meet or exceed the Federal Annual Yearly Progress standard of 90% to comply with No Child Left Behind (NCLB).

Objective

For the 2008-09 school year:

- The student attendance rate will be maintained at 97% or better.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
2.A. Monitor absences through RSCC (TIA19)	Kelly Ellis, Attendance Clerk	Local	Average Daily Attendance (ADA)	Daily	Attendance Rate TAKS TPRI
2.B. Monitor absences through parent contacts (TIA19)	Campus Principals		Average Daily Attendance (ADA)	Daily	Attendance Rate TAKS TPRI

Goal #3

- The district dropout rate will be 1% or less.
- The district completion rate will exceed the NCLB rate of 70%.

Objectives

- The district dropout rate will be maintained at 1.0% or below during the 2008-2009 school year.
- The district completion rate will exceed 70%.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
3.A. Explore career opportunities through various curricular, extra-curricular, and non-curricular formats	Joe Jones, Principal, MHS	Marianne Jones, Counselor, MHS	Lesson Plans	Weekly	Career Plans
3.B. Continue to assist students during and after pregnancy and postpartum	Marianne Jones, Counselor, MHS	SCE	Progress reports Report cards	3 Weeks 6 Weeks	Dropout rate Graduation rate
3.C. Continue GED/state credit dropout recovery program	Marianne Jones, Counselor, MHS Joe Jones, Principal, MHS	Roger Tedford, Principal, Hill Country High School SCE - \$ 500	Program checklist	Annually	Dropout rate GED completion TAKS

Goal #4

- The district will meet continue to exceed the state standard for SAT/ACT testing.

Objectives

- The district will maintain the percent of students taking the SAT/ACT at or above to 70%.
- The district will increase the percent of students scoring above the criterion on the SAT/ACT from 33.3% to 45.0%.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
4.A. Continue/increase Advanced Placement (AP) offerings and train AP teachers for G/T Certification	Joe Jones, Principal, MHS	G/T funding Region 20 Education Service Center (ESC)	Lesson plans	Weekly	ACT SAT G/T Certifications AP Course Offerings
4.B. In accordance with TEC §51.806, students will be informed that the top ten percent of the graduates will receive automatic admission to Texas state universities	Marianne Jones, Counselor, MHS Senior Class Sponsor		Posters Letters	August 2008 January 2009	College admissions ACT/SAT testing and scoring increase
4.C. Offer SAT/ACT Reviews	Marianne Jones, Counselor, MHS Joe Jones, Principal, MHS	Local - \$ 500	Student Logs	Daily	ACT/SAT Data
4.D. Administer PSAT to all Juniors	Marianne Jones, Counselor, MHS Joe Jones, Principal, MHS	HS Activity Fund		October 2008	Individual Student Reports Group Summaries

4.E. Participate in "Education - Go for It"	Marianne Jones, Counselor, MHS Joe Jones, Principal, MHS	HS Activity Fund		April 2009	Individual student evaluation sheets
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Goal #5

- Provide a safe and orderly school climate, conducive to learning.

Objectives

- Discipline referrals will decrease to 80 or less in 2008-2009
- Tobacco, Alcohol, and Drug (TOAD) offenses will not exceed 1 in 2008-2009
- Incidents of violence will not exceed 3 in 2008-2009

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
5.A. Continue/expand the Drug Free Schools curriculum and the DARE Officer in reducing disciplinary referrals, conflict resolution, suicide prevention, violence, dating violence and tobacco, alcohol, and other drugs (TAOD) offenses (TIA19)	Marianne Jones, Counselor	Title IV- Safe & Drug Free Schools & Communities (S/DFSC) Drug Abuse Resistance Education (DARE) Education for Self Responsibility (ESR II) Education concerning relationships vs harmful relationships and consequences	Lesson Plans	6 Weeks Weekly	Title IV Annual Evaluation Report

		Canine Detection Services - Local			
5.B. Provide appropriate placement for discipline referrals – In School Suspension	Campus Principals	State Compensatory SCE - \$ 10,500 FTE – 1.0	Discipline Logs	Daily Semester	Yearly evaluation of discipline logs
5.C. Provide appropriate placement for discipline referrals – Bandera DAEP	Campus Principals	State Compensatory SCE - \$ 11,000	Discipline Logs	Daily Semester	Yearly evaluation of discipline logs

Goal #6

- Increase parent and community involvement.

Objectives

- Increase the number of parent and community participants in each of the following:
 Volunteers
 PTO
 Open House
 Special programs parent meetings

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
6.A. Provide discussion and training sessions for parents (TIA16)	Campus Principals	State Local Student Scheduling Meetings Financial Aid Workshops Open Houses Title I Schoolwide Compacts Parent Teacher Conferences Book Fairs	Sign-in sheets Parent-Teacher Conference Logs	Per occurrence Per occurrence	Parent Surveys Parental Participation