

MEDINA INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2009- 2010

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 12, 2009
Medina ISD Board of Trustees*

DISTRICT DECISION-MAKING COMMITTEE

Joe Jones, 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
Ginna 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 2009-2010.

Economically Disadvantaged students will meet the state minimum expectations on TAKS in the year 2009-2010.

Hispanic students will meet the state minimum expectations on TAKS in the year 2009-2010.

White students will meet the state minimum expectations on TAKS in the year 2009-2010.

All students and student groups will meet AYP requirements in the Year 2009-2010.

Math

All Students will meet the state minimum expectations on TAKS in the year 2009-2010.

Economically Disadvantaged students will meet the state minimum expectations on TAKS in the year 2009-2010.

Hispanic students will meet the state minimum expectations on TAKS in the year 2009-2010.

White students will meet the state minimum expectations on TAKS in the year 2009-2010.

All students and student groups will meet AYP requirements in the Year 2009-2010.

Science

All Students will meet the state minimum expectations on TAKS in the year 2009-2010.

Economically Disadvantaged students will meet the state minimum expectations on TAKS in the year 2009-2010.

Hispanic students will meet the state minimum expectations on TAKS in the year 2009-2010.

White students will meet the state minimum expectations on TAKS in the year 2009-2010.

Social Studies

All Students will meet the state minimum expectations on TAKS in the year 2009-2010.

Economically Disadvantaged students will meet the state minimum expectations on TAKS in the year 2009-2010.

Hispanic students will meet the state minimum expectations on TAKS in the year 2009-2010.

White students will meet the state minimum expectations on TAKS in the year 2009-2010.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
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STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
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)
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
Continue technology implementation/ improvement and integration of technology and curriculum (TIA13)	Adam Hermes, Technology Coordinator	Technology Special Education	Lesson Plans	Weekly	TPRI TAKS
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
Provide counseling services for at-risk students (TIA19)	Beverly Newcomb Counselor	Local Special Education Title I, Part A	ADA Report Cards Counselor logs	Daily 6 Weeks Daily	AEIS Data
Provide counseling services for Section	Beverly Newcomb Counselor	Local Title I, Part A	Counselors logs	Daily	TPRI TAKS

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
504 students			Progress Reports Report Cards	3 Weeks 6 Weeks	AEIS Data
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
Staff development and steps taken to implement and/or improve: Initial Evaluations and Pre-Referral Checklist Least Restrictive Environment (LRE) and the impact/importance of Modifications Incorporated Related Services into curriculum Timelines for Re-Evaluations, IEP implications and implementation, present level of performance and educational needs Transition Services and Materials,	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	5 Weeks As scheduled	CAP Checklist for compliance

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
including sample materials and resources that inform and provide guidance to students and parents regarding transition planning (TIA15)					

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Continue/expand G/T opportunities	Ross Hord, Superintendent Joe Jones, Secondary Principal Dale Naumann, Elementary Principal Beverly Newcomb, 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
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
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
Teachers will receive training in Texas Scottish Rites Dyslexia Video	Dale Naumann, Elementary Principal Joe Jones, Secondary	Title I, Part A State Compensatory	Enrollment forms		Certificates

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Program as well as other training relating to Dyslexia	Principal				
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
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
Increase teacher input on local, high quality assessments	Joe Jones, SBDM Chair		Minutes of SBDM Meeting	Anually	

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
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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
Monitor absences through RSCC (TIA19)	Kelly Ellis, Attendance Clerk	Local	Average Daily Attendance (ADA)	Daily	Attendance Rate TAKS TPRI
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 2009-2010 school year.
- The district completion rate will exceed 70%.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Explore career opportunities through various curricular, extra-curricular, and non-curricular formats	Joe Jones, Principal, MHS	Beverly Newcomb, Counselor, MHS	Lesson Plans	Weekly	Career Plans
Continue to assist students during and after pregnancy and postpartum	Beverly Newcomb, Counselor, MHS	SCE	Progress reports Report cards	3 Weeks 6 Weeks	Dropout rate Graduation rate
Continue GED/state credit dropout recovery program	Beverly Newcomb, 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
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
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	Beverly Newcomb, Counselor, MHS Senior Class Sponsor		Posters Letters	August 2008 January 2009	College admissions ACT/SAT testing and scoring increase
Offer SAT/ACT Reviews	Beverly Newcomb, Counselor, MHS Joe Jones, Principal, MHS	Local - \$ 500	Student Logs	Daily	ACT/SAT Data
Administer PSAT to all Juniors	Beverly Newcomb, Counselor, MHS Joe Jones, Principal, MHS	HS Activity Fund		October 2008	Individual Student Reports Group Summaries
Participate in "Education - Go for It"	Beverly Newcomb,	HS Activity Fund		April 2009	Individual student evaluation sheets

	Counselor, MHS Joe Jones, Principal, MHS				
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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 2009-2010
- Tobacco, Alcohol, and Drug (TOAD) offenses will not exceed 1 in 2009-2010
- Incidents of violence will not exceed 3 in 2009-2010



STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
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)	Beverly Newcomb, 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 Canine Detection Services - Local	Lesson Plans	6 Weeks Weekly	Title IV Annual Evaluation Report
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
Provide appropriate placement for discipline referrals – Bandera DAEP	Campus Principals	State Compensatory SCE - \$ 11,000	Discipline Logs	Daily Semester	Yearly evaluation of discipline logs

Medina ISD does not discriminate on the basis of race, color, religion, gender, or national origin.
El Distrito de la Escuela Independiente de Medina no discrimina en raza, color, religión, género o origen nacional

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
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

Goal #7

- Investigate and implement a training program on prevention of child abuse and sexual harassment.

Objectives

- Institute a staff development program to train all staff of child abuse and sexual harassment.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide training of staff of child abuse and sexual harassment	Administration	HB 1041 of the 81 st Texas Legislature Various online training courses	Certificate of completion	2009-2010 school year	Professional development appraisal system (PDAS) analysis