

# **Agua Dulce Independent School District**

## **DISTRICT IMPROVEMENT PLAN 2010-2011**

### **Vision:**

**To be a visionary district that produces successful citizens for today's society.**

### **Mission Statement**

***Agua Dulce Independent School District will ensure that a quality education for all students in order that they become productive citizens that are successful in all of life's endeavors.***

Agua Dulce Independent School District  
DISTRICT EDUCATIONAL IMPROVEMENT COMMITTEE

**2009-2010 DEIC  
MANAGEMENT TEAM**

Donna Hilliard, Superintendent

Jan Carper, Teacher – Elementary/elected CEIC  
Terrie Whitley, Teacher – Elementary/elected CEIC  
Rachel Vardeman – elected non-teaching professional CEIC

Joy Brown, Teacher – Secondary/elected CEIC  
Laura Valls, Teacher – Secondary/elected CEIC

Penny Pillack, Principal – Elementary  
Michael Gonzalez, Principal – Secondary

**PARENTS**

Carrie Benjamin– Elementary  
George Pressley– Secondary

**BUSINESS/COMMUNITY MEMBERS**

Valerie Riggs, Business  
Becky Puente, Community

**Vision Statement**

*To be a visionary district that produces successful citizens for today’s society.*

**FEDERAL No Child Left Behind (NCLB) Goals**

- *Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*
- *Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.*
- *Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.*
- *Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*
- *Performance Goal 5: All students will graduate from high school.*

**State Board of Education Mission, Goals and Objectives**

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

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### **ACADEMIC GOALS OF PUBLIC EDUCATION**

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

GOAL 1: The reading and writing of the English language.

GOAL 2: The understanding of mathematics.

GOAL 3: The understanding of science.

GOAL 4: The understanding of social studies.

*Education Code 4.001, 4.002*

### **School Board/District Goals**

Adopted by  
Agua Dulce ISD School Trustees

*The following goals were adopted by school trustees at the special school board meeting on Monday, January 11, 2010. These goals are incorporated into the 2010-2011 District/Campus Improvement Plan and serve as a guide for planning and evaluation of the effectiveness of the school district.*

**1. The district will improve student annual performance in all areas of academic assessment as measured by such instruments as AEIS and AYP annual reports**

District Indicators:

- Continue Vertical and Horizontal meetings to align curriculum.
- Network with other schools to investigate ways to increase student achievement
- Continue with increased visibility of principal in the classroom
- Continue to focus attention on all sub group scores
- Monitor strategies and activities identified in campus/district plan
- Improve ELA/Reading, Writing, Math, Science, and Social Studies TAKS scores
- Continue substitute teacher orientation
- Continue reports to school board

**ESEA Goals**

**By 2013-2014, all students will reach high standards at a minimum proficiency or better in reading/language arts and mathematics.**

**Performance indicator:** *The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State’s assessment. \**

**Performance indicator:** *The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in mathematics on the State’s assessment. \**

**Performance indicator:** *The percentage of Title I schools that make adequate yearly progress.*

**All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Performance indicator:** *The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. (Proficiency Chart)*

**Performance indicator:** *The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1 \**

**Performance indicator:** *The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2. \**

**All students will graduate from high school.**

**Performance indicator** *The percentage of students who graduate from high school, with a regular diploma*

- *disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged*
- *calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data*

**2. The district will provide innovative, technology-driven, and research-based instruction and strategies, resulting in engagement and success for all students.**

District Indicators:

- Align curriculum to TEKS and TAKS
- Explore possibilities of additional vocational programs
- Increase participation in the distinguished achievement program
- Continue to explore possibilities of Implementing the music curriculum
- Offer advanced *and dual credit*, as well as regular courses to all students

**3. The district will provide highly qualified staff, continuing to develop them through appropriate staff development and support.**

District Indicators:

- Maintain competitive salary schedule
- Provide professional staff development plan & encourage individual growth
- Continue to improve upon teacher morale
- Recognize teachers *who exemplify outstanding educational efforts*
- *Initiate professional learning communities through T3 grant*

**ESEA Goal**

**By 2005-06, all students will be taught by highly qualified teachers. [Section 9101(23) of ESEA] [Section 1111(h)(1)(C)(viii)]**

**Performance indicator:** *The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools (top quartile of schools ranked by low-income population).*

**Performance indicator:** *The percentage of teachers receiving high-quality professional development. [Section 9101(34)]*

**Performance indicator:** *The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.[Section 1119(c) and (d)]*

**4. The district will improve communication between administrators, staff, and community.**

District Indicators:

- Explore ways to get parents and community involved
- Continue with Elementary/Secondary Family Academic activities
- Continue visibility in community by the board, the superintendent, faculty and staff at school related functions
- *Continue community-wide clean-up*
- *Provide frequent campus newsletters for both campuses*
- *Provide student progress reports to parents @ mid-point of each grading period*
- *Initiate automatic telephone outreach*
- *Upgrade current district website*

**5. The district will maintain a balanced budget of a 65/35% ratio.**

District Indicators:

- Pay bills
- Stay within budget parameters as established by the board
- Maintain competitive salary schedule
- Good management of district funds and oversight
- *Good management of district funds and oversight (pristine external financial audit report)*
- *F.I.R.S.T. rating of “Superior”*

**6. Campuses will maintain a safe, fair, and well-disciplined environment that is conducive to education.**

District Indicators:

- Enforce the Standardized Dress Code for all students
- Continue drug testing/contraband dog
- Continue safety programs for students
- Review the Crisis Management Plan
- Continue with counseling program in crisis situation
- Monitor transportation and facility safety
- Increase effectiveness of the current counseling program
- Offer dual credit courses for qualified juniors and seniors
- *Ensure facilities improvement, including transportation, based on priority*
- *Ensure counseling and instruction with conflict resolution, discipline, and technology training*

**ESEA Goal**

***All students will be educated in learning environments that are safe, drug free, and conducive to learning.***

**Performance indicator:** *The number of persistently dangerous schools, as defined by the State*

**Equal Educational Opportunity**

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. *42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001*

## Comprehensive Needs Assessment

The Agua Dulce ISD conducted a comprehensive needs assessment based on AEIS data, TAKS, TAKS Modified, Alternative, and Accommodated, and RPTE performances, attendance rates, dropout rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were student discipline records, dropout and completion rates, course completion/credits, parental involvement records, special education records, state and federal program guidelines, facilities and technology work orders, and district policies. In addition, both general education and special programs data were disaggregated for all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs. Individual student strengths and weaknesses were identified by disaggregating TAKS data by grade level, subject area, and objectives. Agua Dulce Independent School District has 61.22% economically disadvantaged students, with two Title 1 School-wide campuses. Agua Dulce Elementary School has 72.9% economically disadvantaged students and Agua Dulce High School has 51.595% economically disadvantaged students for the 2009-2010 school year.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program. Needs were identified in the following areas: student completion and dropout rates, course and credit completion rates especially for the lower socioeconomic student group and the male hispanic group, the need for continued technology training and availability, technology integration, staff development, continued facility / project upgrades, and curriculum and instruction. Particularly, math instruction will be a primary academic focus across the district; thus, the initiative to utilize CScope curriculum will begin in 2010-2011. School Climate, parental involvement, and instruction focus found in The Effective School Correlates, also are indicated as areas of concern.

Completed July, 2010

## **Title I Schoolwide Planning Components**

- 14.01 Comprehensive Needs Assessment**
- 14.02 Reform Strategies**
- 14.03 Highly Qualified Staff**
- 14.04 Professional Development**
- 14.05 Strategies for Attracting Highly Qualified Staff**
- 14.06 Parental Involvement**
- 14.07 Early School Transition**
- 14.08 Teachers Involved in Assessment Decisions and/or Use of Assessment Data**
- 14.09 Timely Assistance/Early Intervention**
- 14.10 Coordination and Integration of Local, State, and Federal Programs/Services**
- 14.11 Coordination and Integration of professional development activities. e.g.: Title II, Part 1 and Title II, Part D, etc.**

**GOAL #1:**

**The district will improve student annual performance in all areas of academic assessment as measured by such instruments as AEIS and AYP annual reports.**

**2010-2011 Accountability Standards**

All student groups taking the TAKS reading, English language arts (ELA) math, writing, social studies, and science tests will meet or exceed 90% passing for a rating of Exemplary.

Student attendance for the district will meet or exceed the 96% state standard for attendance. The district dropout rate will decrease from 13% to less than 5% for the 2010-11 school year for a rating of Exemplary. The district completion rate will meet or exceed the 95% standard for a rating of Exemplary.

**District Indicators:**

- **Continue Vertical and Horizontal meetings to align curriculum.**
- **Network with other schools to investigate ways to increase student achievement**
- **Continue with increased visibility of principal in the classroom**
- **Continue to focus attention on all sub group scores**
- **Monitor strategies and activities identified in campus/district plan**
- **Improve ELA/Reading, Writing, Math, Science, and Social Studies TAKS scores**
- **Continue substitute teacher orientation**
- **Continue reports to school board**
- **Participate in ESC's CScope curriculum program**

All student groups taking the TAKS reading, writing, and math tests will achieve 95% passing by the year 2011.

**Summative Evaluation:** Review the following:  
**Teacher database, TEKS checklist for bubble students, student portfolios, TAKS scores, TAKS Accommodated, Modified, and Alternative scores Student Reading Logs, Appraisal Logs, report cards, schedules, Annual ARD minutes, TPRI, Grade 3 and 5 Promotion/Retention rate, and attendance rate.**

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p><b>Continue Vertically and Horizontally meetings to align curriculum.</b></p> <ul style="list-style-type: none"> <li>• Campuses will hold a minimum of two vertical and horizontal faculty meetings district wide</li> <li>• Grades PK-2 will meet Monthly</li> <li>• Grades 3-5 will meet monthly</li> <li>• Elementary Staff will meet monthly.</li> <li>• Campus faculty meet with 21<sup>st</sup> Century staff to coordinate tutoring</li> </ul>	<p>Principal</p> <p>Counselor</p> <p>21<sup>st</sup> Century site coordinators</p> <p>Teachers</p>	<p>TEKS</p> <p>TAKS Alignment</p>	<p>School calendar</p> <p>Sign-in sheets</p>	<p>Quarterly</p> <p>Monthly</p>
<p><b>Network with other schools to investigate ways to increase student achievement</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast instructional strategies for improvement of student performance.</li> </ul>	<p>Principals</p>	<p>TEA Comparison Report</p>	<p>School calendar</p> <p>Faculty meetings</p>	<p>Semester</p>
<p><b>Continue with increased visibility of principal in the classroom</b></p> <ul style="list-style-type: none"> <li>• The principals will conduct daily walkthroughs</li> </ul>	<p>Superintendent</p>	<p>Principal</p> <p>Teachers</p>	<p>Administrative Meetings</p> <p>Principal's logs</p>	<p>Weekly</p> <p>Daily</p>
<p><b>Continue to focus attention on all subgroup scores</b> Disaggregate student data by grade level and subject area and focus instruction and special programs on weaknesses below 90% answered correctly.</p> <p><u>Reading, Writing, and ELA</u></p> <ul style="list-style-type: none"> <li>• Basic Understanding – 3, 4</li> <li>• Literary Elements -3, 4, 5</li> <li>• Using Strategies to Analyze – 3, 4, 5</li> <li>• Applying Critical Thinking Skills – 3, 4, 5, 6</li> <li>• Short Answer (Literary Selection) 9,10,11</li> <li>• Short Answer (Expository Selection) 9,10,11</li> <li>• Short Answer (Connecting Selection) 9,10,11</li> <li>• Written Composition - 4</li> <li>• Appropriate Organization of Ideas - 4</li> <li>• Sentence Construction - 4</li> <li>• Standard Usage and Appropriate Word Choice – 4</li> <li>• Proofreading for Punctuation, Capitalization and Spelling-4</li> </ul>	<p>Principal</p> <p>ELA teachers</p> <p>Counselor</p>	<p>TAKS Summary Reports</p> <p>Accelerated Reading Program</p> <p>Library Media</p> <p>Title V Innovative funds</p>	<p>Benchmark charts</p> <p>Teacher/student reviews</p> <p>6-Week campus failure reports</p>	<p>August, December, and March</p> <p>1-2 2<sup>nd</sup> week of each new 6 weeks</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p><u>Math</u></p> <ul style="list-style-type: none"> <li>• Numbers, Operations, and Quantitative Reasoning – 3, 4, 5, 6</li> <li>• Patterns, Relationships, and Algebraic Reasoning – 3, 4, 5, 6, 7, 8</li> <li>• Geometry and Spatial Reasoning – 3, 4, 5</li> <li>• Concepts and Uses of Measurement – 3, 4, 5, 6, 7, 8</li> <li>• Probability and Statistics – 3, 4, 5, 7</li> <li>• Mathematical Processes and Tools – 3, 4, 5, 6</li> <li>• Properties and Attributes of Functions 9, 10</li> <li>• Linear Functions 10, 11</li> <li>• Quadratic and other nonlinear functions 10</li> <li>• Geometric Relationships and Spatial Reasoning 10,11</li> <li>• Measurement and Similarities 9,10,11</li> <li>• Percents, Proportions, Probability, Statistics 9, 10, 11</li> </ul>	<p>Principal ELA teachers Counselor</p>	<p>TAKS Summary Reports</p> <p>Library Media</p> <p>Title V Innovative funds</p>	<p>Benchmark charts</p> <p>Teacher/student reviews</p> <p>6-Week campus failure reports</p>	<p>1-2 2<sup>nd</sup> week of each new 6 weeks</p>
<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Nature of Science – 5, 10,11</li> <li>• Life Sciences - 5</li> <li>• Physical Sciences - 5</li> <li>• Earth Sciences - 5</li> <li>• Organization of Living Systems 8, 10, 11</li> <li>• Interdependence of Organisms and the Environment 10,11</li> <li>• Structures and Properties of Matter 8, 10,11</li> <li>• Motion, Forces, and Energy 10,11</li> <li>• Earth and Space Systems 8</li> </ul>	<p>Principal ELA teachers Counselor</p>	<p>TAKS Summary Reports</p> <p>Library Media</p> <p>Title V Innovative funds</p>	<p>Benchmark charts</p> <p>Teacher/student reviews</p> <p>6-Week campus failure reports</p>	<p>1-2 2<sup>nd</sup> week of each new 6 weeks</p>
<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>• Issues and Events in U.S. History 8, 10, 11</li> <li>• Geographic Influences on History 8, 11</li> <li>• Economic and Social Influences on History 8</li> <li>• Political Influences on History 8, 10</li> </ul>	<p>Principal ELA teachers Counselor</p>	<p>TAKS Summary Reports</p> <p>Library Media</p> <p>Title V Innovative funds</p>	<p>Benchmark charts</p> <p>Teacher/student reviews</p> <p>6-Week campus failure reports</p>	<p>1-2 2<sup>nd</sup> week of each new 6 weeks</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p><b>Monitor strategies and activities identified in campus/district plan</b></p> <ul style="list-style-type: none"> <li>• The campus will review the campus plans at semester to ensure that activities are completed and to measure the effectiveness of the strategies for regular education and special programs student.</li> <li>• <i>The campuses will enforce a measure to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance</i> <ul style="list-style-type: none"> <li>○ At-Risk students                             <ul style="list-style-type: none"> <li>○ Tutorials</li> <li>○ TAKS classes</li> <li>○ Extended Year</li> <li>○ Counseling</li> <li>○ Parent Conferences</li> </ul> </li> <li>1. <i>To discuss what the school will do to help the student meet the standards</i></li> <li>2. <i>To discuss what the parents can do to help the student's performance, and additional assistance at the school or elsewhere in the community</i> <ul style="list-style-type: none"> <li>○ Serve as pre-referral to special ed</li> </ul> </li> <li>○ Bilingual/ESL students                             <ul style="list-style-type: none"> <li>○ Continue timely identification and placement and services</li> <li>○ Maintain accurate records</li> <li>○ Spanish documents</li> <li>○ Adhere to state exit criteria</li> </ul> </li> <li>○ Dyslexia/504                             <ul style="list-style-type: none"> <li>○ Early intervention for K-2 based on TPRI</li> <li>○ In depth staff development to all staff on characteristics of dyslexia and related disorders and teaching (Alphabetic Phonics)</li> </ul> </li> </ul> </li> </ul>	<p>Principal</p> <p>SBDM Committee</p> <p>Brush Country Personnel</p>	<p>Administrative team</p> <p>Elementary and Secondary Campus information</p> <p>Teachers FTE – 1.55 SCE funds - \$56,746</p> <p>Aides FTE – 2.26 SCE funds - \$44,113</p> <p>Supplies Title I funds – \$28,505</p> <p>ESL funds</p> <p>Gifted/Talented funds</p> <p>Special Ed. Funds</p> <p>Local funds</p> <p>21<sup>st</sup> Century funds</p>	<p>SBDM Committee meetings (agendas, minutes, sign-in sheets)</p>	<p>Semester (secondary)</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<ul style="list-style-type: none"> <li>○ Gifted and Talented                             <ul style="list-style-type: none"> <li>▪ 30-hour training</li> <li>▪ 6-hour update training</li> <li>▪ Differentiated instruction with depth and complexity</li> </ul> </li> <li>○ Special Education                             <ul style="list-style-type: none"> <li>• Focus on the areas of special ed. most in need for the 2008-09 school year from the 5 categories (Initial Evaluations, Reevaluations, LRE, Related Services, and Transition).</li> <li>• Initiate Response to Intervention with TAT process</li> <li>• Training in special education referral packets</li> <li>• Monitor number of special education students taking TAKS alternative assessments below grade level for NCLB/AYP rule 2% on TAKS-M, 1% on TAKS-Alt</li> </ul> </li> </ul>				
<p><b>Provide early school transition to the elementary school.</b></p> <ul style="list-style-type: none"> <li>• PK and K Round-Ups</li> <li>• PK Notification in English and in Spanish</li> <li>• School Readiness</li> <li>• Head Start Orientation</li> <li>• PK for all four-year-old children</li> <li>• PK and K orientation before the first day of school</li> </ul>	Principal	PK and K teachers	School calendars  Notification  Orientation  Round-Ups	Fall 2010  April 2010  May 2010  April 2011
<p><b>Improve ELA/Reading, Writing, Math, Science, and Social Studies TAKS Scores</b></p> <ul style="list-style-type: none"> <li>• Campuses will provide students with opportunities to have cross-curriculum writing, math, and science activities.</li> <li>• Library Grant to provide additional library books for student use                             <ul style="list-style-type: none"> <li>- Literacy activities</li> </ul> </li> <li>• Improve scores through student recognition:                             <ul style="list-style-type: none"> <li>- bulletin board</li> <li>- honor roll</li> <li>- AR</li> <li>- Perfect attendance</li> </ul> </li> </ul>	Principal	Classroom teachers  Staff development  Scope and Sequence  Computer lab  Library Grant	Benchmark tests  Teacher/Student reviews  Student Writing samples and portfolios	August, December, and March

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<ul style="list-style-type: none"> <li>- Student of the Week</li> <li>• Accelerated Reading emphasis through awards program and grading policy</li> </ul>	Principal 21 <sup>st</sup> Century Staff	Teachers	Sign in sheets	Monthly
<p><b>Continue substitute teacher orientation</b></p> <ul style="list-style-type: none"> <li>• Substitute teachers will be provided with handbooks and trained in the expectations of the district.</li> <li>• Substitute teachers will be provided all procedural information in a packet upon arriving on the campus in order to effectively serve in the absence of a teacher</li> </ul>	Elementary Principal	Substitute teacher handbook  District policy	Orientation agenda, minutes, sign-in sheets.	Quarterly
<p><b>Continue reports to school board</b></p> <ul style="list-style-type: none"> <li>• Administrative team will prepare reports for board meetings: Special Programs Curriculum Student Academic Progress Student attendance Dropout/Leaver Audit Discipline referrals/placement School Activities</li> <li>• Post minutes of school board meetings</li> </ul>	Superintendent	Administrative Team  Elementary and secondary campus information	Board meetings, agendas, minutes, sign-in sheets	Monthly
<p><b>Participate in ESC's CScope curriculum program</b></p> <ul style="list-style-type: none"> <li>• Staff professional development to learn to navigate through CScope's on-line curriculum and assessment.</li> <li>• Utilize CScope's vertical alignment to ensure consistency between grade levels.</li> <li>• Improve depth and complexity of instructional strategies and assessments.</li> </ul>	Campus principals	Administrative team  Elementary and secondary campus teachers Staff computers & broadband services	Campus staff meetings Staff surveys Student surveys	Bi-monthly  MOY, EOY MOY, EOY

**Goal #2:**  
**The district will provide innovative, technology-driven, and research-based instruction and strategies, resulting in engagement and success for all students.**

**District Indicators**

- **Aligning curriculum to TEKS and TAKS**
- **Explore possibilities of additional vocational programs**
- **Increase participation in the distinguished achievement program**
- **Continue to explore possibilities of implementing the music curriculum**
- **Offer advanced *and dual credit*, as well as regular courses to all students.**
- **Develop & incorporate technology-driven lessons (via T3 professional development)**
- **Develop & incorporate Promethean boards, LCD projectors, video & still cameras, and tablet PCs into daily lesson planning and instruction**

**Summative Evaluations: Membership and attendance rosters, Campus website, T3 professional development surveys, and lesson plans**

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<b>Align the curriculum to TEKS and TAKS</b> <ul style="list-style-type: none"> <li>• Update curriculum guides to ensure that all students will be successful and meet their potential.</li> </ul>	Principal Curriculum Director	TEKS  TAKS Expectations	Curriculum Meetings, agendas, minutes, sign-in sheets	Quarterly
<b>Explore possibilities of additional vocational programs</b> <ul style="list-style-type: none"> <li>• Expand the CATE curriculum to include additional courses and to enhance current coherent sequences (Career Pathways)</li> </ul>	Principal Counselor	Tech-Prep Consortium  College Counselors  Vocational/business teachers	Contact logs  Course description books	Semester

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p><b>Increase participation in the distinguished achievement program</b></p> <ul style="list-style-type: none"> <li>• Monitor students pursuing the DAP to ensure success in meeting all requirements</li> <li>• Provide increased opportunities to acquire the “measures” required by the DAP</li> <li>• Meet the state standard for SAT/ACT testing. (ACT=24 and SAT=1110)</li> <li>• Increase the percent of students taking the SAT/ACT from 31% to 70%.</li> <li>• Increase the percent of students scoring above the criterion on the SAT/ACT from 73% to 90% by providing the opportunity to take the test one time paid for by the district during their Junior year.</li> <li>• Inform juniors and seniors that the top 10% of the graduating class will receive automatic admission to state colleges and universities.</li> <li>• Provide sources of information on higher education admissions and financial aid opportunities</li> </ul>	<p>Principal  Counselor</p>	<p>Pre-registration forms  DAP Requirements (4-year plan)</p>	<p>AP Class enrollment  Dual-credit enrollment  Registration for SAT/ACT</p>	<p>6 weeks  Semester  Registration calendar</p>
<p><b>Continue to explore possibilities of implementing the music curriculum</b></p> <ul style="list-style-type: none"> <li>• Utilize the ACE/21<sup>st</sup> Century after-school program’s Enrichment component to develop a music program, beginning in the elementary grades</li> <li>• Schedule students/send letters of interest</li> <li>• Provide students in K-12 musical opportunities through cross-curricular advancements</li> </ul>	<p>Principal  21<sup>st</sup> Century Site Coordinators</p>	<p>Job Fairs  Internet  Newspaper</p>	<p>Master Schedule  Class rosters  Pre-registration  Recruitment log/applications  PRT sign-in documents</p>	<p>Semesters  March</p>

<p><b>Offer advanced, as well, as regular courses to all students</b></p> <ul style="list-style-type: none"> <li>• Welding, Career Investigations, Introduction to Agricultural Mechanics, and Family and Consumer Sciences courses, Accounting, and Recording Keeping</li> <li>• Continue Math Models</li> <li>• Actively collaborate dual-credit options with area colleges/universities such as Coastal Bend College, Del Mar College, and Texas A&amp;M Kingsville</li> </ul>	<p>Principal Counselor</p>	<p>Course description book</p>	<p>Master schedule Pre-registration Class Rosters</p>	<p>Fall 2010 Spring 2010 August 2010 January 2011</p>
<p><b>Develop &amp; incorporate technology-driven lessons (via T3 professional development)</b></p>				
<p><b>Develop &amp; incorporate Promethean boards, LCD projectors, video &amp; still cameras, and tablet PCs into daily lesson planning and instruction</b></p>				

**Goal #3**  
**The district will provide highly qualified staff, continuing to develop them through appropriate staff development and support.**

**District Indicators**

- **Maintain competitive salary schedule**
- **Provide professional staff development plan & encourage individual growth**
- **Continue to improve upon teacher morale**
- **Recognize teachers *who exemplify outstanding educational efforts***
- ***Initiate professional learning communities through grant sources (T3 grant)***

**Summative Evaluation:** personnel files, applications, retention rate, AEIS Report

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS
<b>Maintain competitive salary schedule</b>	Superintendent	State Stimulus \$\$ Local tax \$\$	August,2010 Board adoption of teachersalary schedule
<p><b>Provide professional staff development</b></p> <ul style="list-style-type: none"> <li>• Plan annual staff development based on needs of the campus and the staff, in addition to board-approved staff development.               <ul style="list-style-type: none"> <li>○ EXCET test reimbursement</li> <li>○ Curriculum training in the core subject areas</li> <li>○ Use of Manipulatives</li> <li>○ Working with diverse populations and eliminating gender bias</li> <li>○ Conflict Resolution, Discipline, Classroom Management, Student Code of Conduct</li> <li>○ Crisis Management</li> <li>○ Drug prevention and violence prevention</li> <li>○ TEKS/TAKS dissagregation</li> <li>○ Thematic Instruction</li> <li>○ Team Building</li> </ul> </li> <li>• Ensure that paraprofessionals meet requirements of 2 years of college or pass a district-approved proficiency test to serve as an instructional aide.</li> <li>• Provide update training for all staff members in the Special Education Comprehensive Analysis Plan (CAP) and focus on CAP components identified as needs for the 2005-06 school year:               <ul style="list-style-type: none"> <li>○ Initial Evaluation *</li> <li>○ Reevaluations</li> <li>○ LRE</li> <li>○ Related Services</li> <li>○ Transition *</li> </ul> </li> </ul>	Principal Curriculum Director	Region II ESC Teacher surveys Special Education Director Brush Country Co-op CAP materials Title I, Part A funds Title II, Part A funds T3 grant funds	Staff Development calendar Staff development agendas, minutes, sign-in sheets Lesson Plans IEPs, Progress Reports ITP meetings Teacher surveys Parent surveys Student surveys Administrative surveys

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p><b>Continue to improve upon teacher morale</b></p> <ul style="list-style-type: none"> <li>• Conduct annual climate surveys.</li> <li>• <i>Promote special occasions of individual celebrations</i></li> </ul>	Principal	Parent, teacher, student surveys	Climate survey results	January 2011
<p><b>Recognize teachers who exemplify outstanding educational efforts</b></p> <ul style="list-style-type: none"> <li>• Promote teacher retention through recognition programs.</li> <li>• Promote teacher recognitions of exemplary standards &amp; results (ie: TAKS scores/improvement, increased passing rates, attendance recognition, ...)</li> </ul>	Principal	School events calendar  Birthday calendar  Teacher attendance	Faculty meeting agendas  Recognition records  End-of-Year Breakfast Agenda/Awards	Weekly  Monthly  May 2011
<p><b>Initiate professional learning communities through T3 grant \$\$</b></p> <ul style="list-style-type: none"> <li>• 30 teaching staff will receive 8 days of professional development in technology usage in the classroom to improve instructional strategies/student engagement</li> <li>• Establish Professional Learning Communities (PLCs) within the campuses to collaborate on implementation and practice of learned technology objectives.</li> </ul>	Principal  TAMUK staff	T3 grant  Teacher attendance	Attendance at trainings  PLC logs	Mid-Term  End of Year (2 yr project)

**Goal #4**  
**The district will improve communication between administrators, staff, and community.**

**District Indicators**

- Explore ways to get parents and community involved
- Continue with Elementary/Secondary Family Academic activities
- Continue visibility in community by the board, the superintendent, faculty and staff at school related functions

- ***Continue community-wide clean-up***
- ***Provide frequent campus newsletters for both campuses***
- ***Provide student progress reports to parents @ mid-point of each grading period***
- ***Initiate automatic telephone outreach***
- ***Maintain & further develop current district website***

		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
a.	Volunteers:	59	38	43	45	46	46
b.	PTO membership	47	50	50	50	50	dissolved
c.	Open House	254	280	308	250	226	319
d.	Federal Programs Parent Meetings	42	45	50	156	160	287

**Summative Evaluation:**

**Total parental involvement, total business/community involvement, has made slight improvements overall since 2004. An improvement in district and campus communications will be utilized during 2010-2011 in efforts to improve these numbers in the future. All district stakeholders, including School Board members, are committed to the belief in the importance of a more effective parental and community involvement component. Monthly newsletters, the district’s website, and a community clean-up will be primary examples of better communication designed to encourage increased involvement with parents and community members. The district has completely restructured the ADISD website to make it more user-friendly. ADISD has also initiated an annual alumni football game as both outreach and scholarship support for its newest high school graduates. A long-term facilities project is also in progress, starting with water and sewer line replacements, new roofing on most buildings, upgrades on the existing telephone and internet lines, and purchase of much-needed vehicles. All of these projects will result in an improvement of safety across the district. In addition, research will be conducted on best practices available to initiate an emergency contact option via telephone.**

<b><u>STRATEGIES</u></b>	<b><u>PERSONS RESPONSIBLE</u></b>	<b><u>RESOURCES</u></b>	<b><u>FORMATIVE EVALUATIONS</u></b>	<b><u>TIMELINES</u></b>
<p><b>Explore ways to get parents and community involved</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for parents to be involved with their children in a setting other than the classroom</li> <li>• Communicate through newsletters.</li> <li>• Parent Advisory Committee</li> <li>• District and Campus Parent Involvement Policy</li> <li>• Update website</li> <li>• Closed circuit information in building</li> <li>• Involvement in the development of the School-Parent Compact</li> <li>• Parent Conferences</li> <li>• Volunteer Program</li> </ul>	Principal	SBDM  Parent Advisory Councils  Newsletters  Teachers  Parent  Campus newsletters	Counselor's log  Lunch participants  Log of Information disseminated  Meeting agendas and attendance rosters  Logs of disseminated information	Weekly  Holidays  Monthly  As scheduled
<p><b>Continue with Elementary/Secondary Family Academic activities</b></p> <ul style="list-style-type: none"> <li>• Conduct Open House at once a year for students to read to parents and for the school to provide information to parents.</li> </ul>	Principal	Teachers	Sign-in sheets  Newsletters	2 times/year
<p><b>Continue visibility in community by the board, the superintendent, faculty and staff at school related functions</b></p>	Superintendent	Principals Teachers School Board	Sign-in sheets	As scheduled
<p><b>Continue community-wide clean-up</b></p>	21 <sup>st</sup> Century site coordinators  Principals	NHS members & Sponsor 21 <sup>st</sup> Century site coordinators	Sign-in sheets	Fall, 2010
<p><b>Ensure frequent campus newsletters for both campuses</b></p>	Principals	Teachers Students Community	District website	Each month of the school year
<p><b>Provide progress reports at mid-point for each grading period</b></p> <ul style="list-style-type: none"> <li>• Mail reports home with grades</li> </ul>	Principals Teachers	Teachers Parents	Parent/school conferences	4 <sup>th</sup> week of each 6 weeks period

below 74				
<b>Initiate automatic telephone outreach</b> <ul style="list-style-type: none"> <li>Automated telephone contact during emergencies</li> <li>Campus contact for campus-specific information</li> <li>Teacher contact for coursework-specific information</li> </ul>	Principals	Teachers Parents Students Community Wiki pages Teacher web pages	Log of contacts and messages sent	End of Year
<b>Maintain &amp; further develop current district website</b>				

**Goal #5:**  
The district will maintain a balanced budget of a 65/35% ratio.

**District Indicators:**

- Pay bills
- Stay within budget parameters as established by the board
- Continue oversight and good management of district funds
- *Good management of district funds and oversight (pristine external financial audit report)*
- *F.I.R.S.T.(Financial Integrity Rating System of Texas) rating of “Superior”*

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<b>Pay bills</b> <ul style="list-style-type: none"> <li>All bills will be paid in a timely basis, with district forms consistently utilized for all processed expenses</li> </ul>	Superintendent	District Budget	School Board Meetings	Monthly

<p><b>Stay within budget parameters as established by the board</b></p> <ul style="list-style-type: none"> <li>• Each requested purchase will be closely monitored, with budget priorities in the area of improved student achievement and retention.</li> <li>• Monthly amendments will be utilized as needed to ensure total effectiveness &amp; fiscal accountability</li> </ul>	<p>Superintendent</p>	<p>District Budget</p>	<p>School Board Meetings</p>	<p>Monthly</p>
<p><b>Continue oversight and good management of district funds</b></p> <ul style="list-style-type: none"> <li>• Line items will be monitored as a fiscal priority so that only necessary expenses are incurred.</li> </ul>	<p>Superintendent</p>	<p>District Budget</p>	<p>School Board Meetings</p>	<p>Monthly</p>
<p><b>Best practice for management of district funds and oversight (Outside financial audit)</b></p> <ul style="list-style-type: none"> <li>• Outside firm will be contracted to review all financial information for 2008-2009 school year to ensure financial integrity of the district</li> </ul>	<p>Superintendent District Financial Manager</p>	<p>District Budget District Financial Forms</p>	<p>Outside auditor</p>	<p>Fall, 2010</p>
<p><b>F.I.R.S.T. rating of “Superior”</b></p> <ul style="list-style-type: none"> <li>• State’s recognition of Agua Dulce ISD’s financial accountability rating will result in a “Superior” rating</li> </ul>	<p>Superintendent District Finance Manager</p>	<p>District Budget</p>	<p>Texas Education Agency (TEA) annual report</p>	<p>September, 2010</p>

**Goal #6:**  
**Campuses will maintain a safe, fair, and well-disciplined environment that is conducive to education**

**District Indicators**

- **Enforce the Standardized Dress Code for all students**
- **Continue drug testing/contraband dog**
- **Increase participation in safety programs for students**
- **Review the Crisis Management Plan**
- **Continue with counseling program in crisis situation**
- **Monitor transportation and facility safety**
- ***Increase effectiveness of the current counseling program***

- **Ensure facilities improvement, including transportation, based on priority**
- **Ensure counseling and instruction with conflict resolution, discipline, and technology training**

**Elementary and Secondary Education Act (ESEA) Performance Goal (effective 2003-2004):**

- **All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Summative Evaluations:**

**PEIMS 425 Discipline Report, SDFSC Annual Program Evaluation, Gun Possession Act Report**

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<b>Enforce the Standardized Dress Code for all students</b> <ul style="list-style-type: none"> <li>• Dress violations will decrease by 10%.</li> </ul>	Principal	Student Handbook	Student referrals	Weekly
<b>Continue drug testing/contraband dog</b> <ul style="list-style-type: none"> <li>• Continue to reduce the number of positive hits in Grades 7-12 in the drug-testing program.</li> <li>• Provide 6<sup>th</sup> grade students with drug testing information each year</li> </ul>	Superintendent Principal	Interquest Detection of South Texas  Compliance Consortium Corporation	Drug testing records  Drug dog reports	Monthly  6 times a year
<b>Increase participation in safety programs for students</b> <ul style="list-style-type: none"> <li>▪ Integrate safety programs through health classes and assemblies, i.e., guest speakers</li> <li>▪ Training:                             <ul style="list-style-type: none"> <li>- physical or verbal aggression</li> <li>- sexual harassment</li> <li>- bullying</li> <li>- conflict resolution</li> <li>- discipline</li> <li>- technology</li> </ul> </li> </ul>	Principal  District Counselor	Health teacher  Science teachers  Region II ESC (Title IV funds)	Calendar of events  Sign in sheets  Discipline referrals  AEIS and School Report Card reports	Monthly

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p><b>Review the Crisis Management Plan</b></p> <ul style="list-style-type: none"> <li>• Suicide Prevention</li> <li>• Violence Prevention</li> <li>• Conflict Resolution</li> <li>• Positive Behavior Support strategies derived from the Texas Behavior Support Initiative</li> <li>• All teachers per grade level and office staff will be trained in CPR and First Aid</li> </ul>	Principal	Counselor  District trainer (TBSI team)  Region II ESC	Discipline referrals  PEIMS 425  Certificates of training	Weekly  Monthly  October 2010
<p><b>Continue with counseling program in crisis situations</b></p> <ul style="list-style-type: none"> <li>• In a crisis situation, every child will be provided an opportunity to speak with a counselor</li> </ul>	Principal	Counselor  Dr. Fisher's Office (Corpus)	Counselor's log  Psychologist's log	Per occurrence  Weekly
<p><b>Monitor transportation and facility safety</b></p> <ul style="list-style-type: none"> <li>• All teachers will teach bus and playground rules for safety</li> <li>• Bus evacuation drills with all staff/students</li> </ul>	Principal	Teachers	Duty rosters	Daily  Fall, 2010 Spring, 2011
<p><b>Continue to implement the District Comprehensive Guidance Plan in accordance with the State Guidance Plan</b></p>	Principal	Counselor	Master Schedule  Counselor's log	Daily
<p><b>Increase effectiveness / expansion of the current counseling program</b></p> <ul style="list-style-type: none"> <li>• Regularly scheduled classroom counseling for Elementary students</li> <li>• Group counseling sessions for students in crisis</li> <li>• Individual counseling for students in crisis</li> <li>• Individual counseling for drug awareness</li> <li>• Career counseling sessions</li> <li>• College-prep sessions</li> </ul>	Principal  Counselor	Counselor	Master Schedule  Counselor's log	Daily

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p><b>Monitor transportation and facility safety</b></p> <ul style="list-style-type: none"> <li>• Purchase new special ed bus with 2 wheelchair space</li> <li>• Replace current a/c in high school to improve physical environment for students / staff</li> <li>• Replace/repair roofing over high school academic areas</li> <li>• Replace telephone/technology network throughout campus to improve learning environment for students</li> </ul>	<p>Superintendent District Finance Manager</p>	<p>Federal Stabilization \$\$</p> <p>Special Ed Stimulus \$\$</p> <p>TRE increases</p> <p>Custodial &amp; Transportation Staff</p> <p>Outside businesses</p>	<p>Completed work orders</p> <p>Outside business invoices</p>	<p>As monies are appropriated</p>