

Turkey-Quitaque Independent School District



Accountability Rating: A

2025-2026 District Improvement Plan

Mission Statement

The mission of TQISD is to foster learning for all students by providing a safe and respectful educational environment, rigorous curriculum, meaningful instruction, and highly qualified teachers.

Vision

The vision of TQISD is to create a learner-centered environment that prepares students to become independent, contributing citizens with the desire, dedication, and discipline to become lifelong learners in an ever changing world.

Value Statement

The following belief statements represent the fundamental convictions, values, and character of Turkey-Quitaque ISD, and will be reflected through our behaviors and district improvement efforts.

- We believe that every student can learn regardless of gender, ethnicity, and socioeconomic status.
- We believe that schools should provide a safe, secure, and well-disciplined learning environment.
- We believe that educators hold the key to student success and thus are committed to having high expectations for ourselves in providing leadership and support to realize the vision.
- We believe in promoting community service, individual worth, and respect for the cultural diversities and contributions of others.
- We believe that students must be taught "how to learn," and challenged to think logically, independently, and creatively so that they can live and work in a world that is rapidly changing.
- We believe in promoting partnerships that will increase community support and parental participation in promoting the social, emotional, and academic growth of children.
- We believe that communication is a vital part of student success.
- We believe our actions should be visionary and proactive in purpose through personnel, parents, students, and programs.
- We believe in managing our resources in a manner that will foster equity, quality, and accountability.

So that...Student Performance will be enhanced!

The Plan is located in the District Administrative office and is available in English and Spanish on website and translation upon request.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Valley School will earned an A rating for the 2024-2025 school year.

Valley School earned an A rating for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military. Overall, the school recieved a 94. In student achievement, the school received a 96. The grade for school progress was a 93 and closing the gaps an 88. The school received distinctions in mathmetics, social studies, post-secondary readiness, science, and comparative closing the gaps.

The Staar results or 2025 are as follows:

CIP STAAR DATA

	Approaches	Meets	Masters
3rd Reading	91	73	27
3rd Math	82	73	18
4th Reading	87	67	33
4th Math	80	60	13
5th Reading	88	81	44
5th Math	75	50	31
5th Science	63	44	31
6th Reading	93	80	40
6th Math	73	47	13
7th Reading	90	80	40
7th Math	80	60	10
8th Reading	92	75	50
8th Math	83	67	33
8th Science	66	33	0
8th Social Studies	33	8	0
Eng I	94	75	38
Eng II	85	62	0
Alg I	87	53	40
Biology	100	80	40
US Histroy	93	43	0

The STAAR results for 2024 are as follows:

The accountability ratings summary for 2021-2022 looks as follows:

2021-2022	2018-2019
Student Achievement 96	94
Staar Performance 90	85
College, Career and Military Readiness 99	100
Graduation Rate 100	100
School Progress 93	94
Academic Growth 80	63
Relative Performance 93	91
Closing the Gaps 88	100

Valley continues to make progress in many ways, but we need to continue to focus on academic growth and closing the gaps.

Performance Based Monitoring System:

The district did receive designation recognition from TEA in Academic Achievement in Science, Academic Achievement in Math, Science, Social Studies, post secondary readiness and top 25% comparative closing the gaps. Staar participation rates for the district were 100% including ESL, Sped, Economically disadvantaged, and ethnic groups.

At the All Grade Levels, All subjects, the district outperforms the region and state scores at the approaches grade level, meets grade level and masters in all core subjects.

College, Career and Military Readiness:

The data for College, Career and military Readiness shows the district did receive designation for Post Secondary Readiness. The percentage of students completing a college level dual credit course was 60%. Students that score at or above the college level on SAT/ACT was 41.7%. Completed Cohertent Sequence of Career and Technical Education aligned to an industry-recognized certification was 40% an increase from 6.3%. The district offers technology certifications, agricultural and food service certifications to secondary students.

Graduation rate score has been 100% for the past four years and the district dropout rate is 0%. TSI criteria graduates were below the state rates at 37.5% for ELA and 31.1% MATH in 2016.

For the class of 2017-2018 data in ACT scores, the district score was 21.6 compared to the State score of 20.6. In ELA, the district score was 21.1 (State 20.3), Math was 22.1 (State 20.6) and Science was 21.3% (State 20.9)

State Compensatory Education Summary:

Dropout prevention is important to every school district and with our 0% dropout rate compared to the state average, we feel secure in our current practices that are in place to increase retention rates and student success until graduation. The district has 40.5% of its total student population showing one or more at risk criteria during the 2019-2020 school year. The district uses the Texas Education Code section 29.081 for identifying students at-risk of dropping out of school. The majority of our at-risk students meet criteria for:

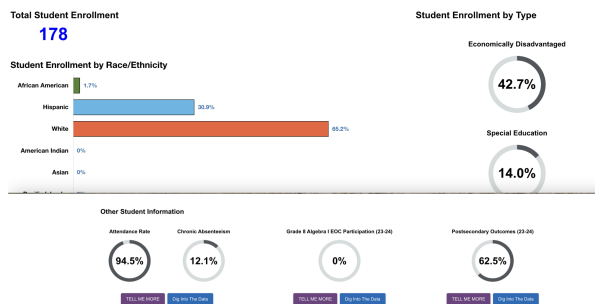
- If the student is in grade 7, 8, 9, 10, 11 or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during the semester in the preceding or current school year or is not maintaining such an average in 2 or more subjects in the foundation curriculum in the current semester;
- Did not perform satisfactorily on an assessment administered to the student under Subchapter B, Chapter 39, and who has not in previous or current school year subsequently performed on that instrument or another appropriate instrument at the level equal to at least 110% of the level of satisfactory performance on that instrument.

Activities through the State Compensatory Education and Title I, Part A guidelines are efforts to continuing early interventions for students struggling academically. Interventions include tutorials and counselor services. Monitoring and tracking of the At-risk student group is conducted by the district administration and counseling staff.

Demographics

Summary

Valley ISD is located halfway between Turkey, TX and Quitaque, TX. We are an EE-12 campus.



The district currently serves 179 students (according to TEASRC 2021-2022). Of the 179 students, 66.7% are White, 30.8% are Hispanic, 1% is African American, and 2.9% are other races. The current Economically Disadvantaged group is 47.88%. The English Language Learner makes up 6.2% of the school. Special Education is at 10.99%.

Special Populations:

English Learners 6% (has remained between 4.76% to 6.09% for the last 7 years)

Economically disadvantaged- 47.88% (60% in 2021-2022) (59.28% in 2018-2019)

SPED-10.99% (increase over last 4 years-9.5% in 2018-2019, 8% in 2017-2018, 4% in 2016-2017)

GT-3.57% (has remained between 3.57-6% for past 7 years)

Dyslexia 6.28% (has remained constant)

At-Risk-34.03% has remained consistent over last 2 years)

Homeless-0% (one student identified in last 7 years)

Foster Care-0% (0-4 students identified in last 7 years)

Migrant 0% (0-4 students identified in last 7 years)

CTE- 48.5%

Military Connected-0%

Section 504-7%

Of the 29.6 full time employees, (according to the 2021-2022 TEASRC) 53.3% are White, 15.4% are African American, 22.2% are Hispanic, and 28% other races. In the 2021-2022 school year, 31.3% of teachers have 21-30 years of experience, 25.7% have 11-20 years of experience, 21.7% have 1-5 years experience and 8.7% have 30 plus years of experience. The average teacher salary is \$49,517. The number of teachers to the number of students is 8.5.

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ELA teachers are ESL certified

Turnover rate of teachers: 9.4% (State 16.5 %)

Attendance Rates-

2024-2025-94.5%

2023-2024-94.39%

2022-2023-94.9%

2021-2022-94.04%

2016-2017-96.6%

2015-2016-97%

Equity Plan

The Equity plan was reviewed this year and submitted to TEA. The Equity Plan data examines the gap between students of color, low-income and economically disadvantaged students compared to white students and non-economically disadvantaged students during the past years. Turkey-Quitague ISD was identified as having a greater than 10% gap between Hispanic students and white students and economically disadvantaged students and non-economically disadvantaged students during the 2016-2017 and 2017-2018 school years. The gap was not present during the 2018-2019 school year. The district recieved TAPR data to identify the root causes for the gaps in student growth and developed strategies and an action plan to close the growth gaps.

Strengths

Overall, the demographics for the student population and teacher population have remained constant. We have decreased in enrollment by about 10 kids since 2021. Over the past 10 years, the community has increased the cultural diversity of the families served by Valley School District.

The student to teacher ratio is 1 to 8

The number of teachers who have 11 or more years experience is 65.7%.

Experienced campus leadership.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Academic and other support for increasing special education, economically disadvantaged, and At-risk student population, and home bound student.	

★ = Priority

Student Learning

Summary

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Performance Based Monitoring Analysis System:

Performance Based Monitoring System:

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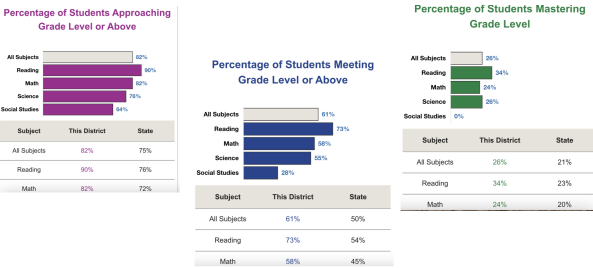
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Strengths

According to the TEA-TSRC, academic strengths include achievement in mathematics, science, social studies, post secondary readiness, and top 25% in comparative closing the gaps.

Reading and math scores are holding steady.

Masters and meets have improved in several categories.



Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Academic achievement improvement identified for Social Studies 5-8 grades to exit	
2	Academic achievement to support foundational reading skills in grades k-2	

 = Priority

District Processes & Programs

Summary

Valley School uses a strong curriculum management system, TEKS Resource System, for all core subjects. Subject areas and grade level teams develop instructional strategies and plans are targeted for each student group. Teachers are encouraged to use the system in order to assist them in teaching at increasing levels of rigor and depth in their instruction. Teachers continue to work on interventions to bridge the achievement gap for all students. Professional development opportunities are offered to teachers through the Instructional Support contract with Region 16.

Discipline referrals are minimal with five referrals in 2018-2019 and __ in 2021-2022 and all related to violation to code of conduct.

Technology support is available at the school to support teachers and students. Facilities maintenance is on on-on-going review.

Strengths

Strong effective curriculum management system in place

strong, experienced educators

technology integrated into the classroom

WI-fi connectivity throughout the building

Special Education personnel coordinate support needed for the students in many different learning environments

Minimal disciplinary referrals

well maintained, clean building

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1	Professional development must be pursued to ensure best practices in each classroom.	Best practices in public education is ever changing.
2	Upgrades/upgrades to building maintenance and technology	Technology changes and age of school properties
3	Continue to increase teacher familiarity with use of TEKS resource	

★ = Priority

Perceptions

Summary

Valley School is a small, rural school and the personnel is intentional about developing positive, productive, and caring relationships among the staff, students, parents, businesses, service organizations and community leaders.

Our front office personnel are professional and friendly offering assistance to parents, community members, and staff. There is a strong, cohesive climate among staff members and there are high expectations for students and staff. The staff and students feel safe and supported in the school environment, through various safety drills to prepare for an emergency event.

Our community is extremely supportive and involved. Events such as open houses, conferences, parent meetings lead to large turnouts of staff, parents, and community members.

Our school offers students multiple opportunities to be involved in extracurricular activities. Parents and families are always welcomed in and encouraged to communicate with district administration and staff on any issues that may arise. Being a rural school, administration and staff have the opportunity to become familiar with individual students and families. Valley School administration worked intentionally to build strong partnerships with parents, business members and community members. Parents feel comfortable communicating directly with school administration. The informal feedback received from parents and families to school administration, staff and site-based decision making committee is much and valuable. We have developed and will continue to develop additional surveys to gain further information from parents and family members.

Strengths

Strong parent and community support

Strong, supportive climate among staff members


School personnel uphold and model high expectations for student success

Events aimed at parent involvement

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Encourage more parents/community members to volunteer at the school	Form more parent/community member partnerships

★ = Priority



Priority Problem Statements

1
★

Academic achievement improvement identified for Social Studies 5-8 grades to exit.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Meet the educational needs of every student by continually supporting teaching and learning so all students can reach their maximum potential.

Performance Objective 1 High Priority

Increase the percentage of students achieving Meets Grade Level on STAAR ELAR by 2 percentage points in 2024-2025.

Evaluation Data Source: STAAR Results, Benchmark Results

Strategy 1

All students will be provided with a high quality education.

Strategy's Expected Result/Impact: Improvement of instructional skills needed to deliver effective instruction. Increase in the level of difficulty and rigor

Staff Responsible for Monitoring: administration, teachers

Funding Sources: Local,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Ensure LEP students are not over-represented in special education or under represented in GT.

Strategy's Expected Result/Impact: increased student success for LEP students

Staff Responsible for Monitoring: principal

Funding Sources: Local, , Title III, Part A ELA,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 3

Continue to recruit and retain effective, certified ESL staff, including minorities.

Strategy's Expected Result/Impact: Fully certified staff

Staff Responsible for Monitoring: principal

Funding Sources: CTE Perkins,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 4 Equity Plan

Address areas of PBM Risk Levels which are: Title I, Part A STAAR 3-8 Social Studies and focus on ESL 3-8 STAAR Reading, Science, and Social Studies and ELA and SPED STAAR 3-8 EOC Social Studies and ELA.

Strategy's Expected Result/Impact: Increase performance on STAAR assessment in these areas

Staff Responsible for Monitoring: Superintendent and Special Education head

Funding Sources: Local, , CTE Perkins,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 5

Ensure home bound student is succeeding and being provided high quality education in a way that is conducive to needs and environment.

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 2

By the end of the school year, 90% of the students in subgroups in grades 3-Exit will pass all portions of the state assessment measure and continue to meet accountability standards.

Evaluation Data Source: A-F Accountability Report, STAAR, TAPR

Strategy 1

Student knowledge will be assessed bi-annually.

Strategy's Expected Result/Impact: increased performance on state testing, provides valuable information to teachers

Staff Responsible for Monitoring: teacher, principal

Funding Sources: Local,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Students not exhibiting mastery of objective will receive immediate and intensive remediation through interventionist and inclusion services

Strategy's Expected Result/Impact: Improvement in student's academic achievement with intensive remediation services.

Staff Responsible for Monitoring: teachers, instructional aides

Funding Sources: Title I, Part A, , Title II, Part A, , Local, , Title IV, Part A,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 3

Ensure smooth transition for all students from primary grades to high school and post-secondary.

Strategy's Expected Result/Impact: Students will experience smooth transitions between PK to K to elementary to jr. high to high school to college

Staff Responsible for Monitoring: principal, counselor

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 4

Inclusion Strategies will be employed.

Strategy's Expected Result/Impact: Improved student performance

Staff Responsible for Monitoring: principal, diagnosticians, counselor, teacher

Funding Sources: Local,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 5

District will provide a strong curriculum foundation for all core subjects.

Strategy's Expected Result/Impact: Curriculum aligned with TEKS

Staff Responsible for Monitoring: Superintendent, principal, teachers

Funding Sources: Local,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 6

Subject area and grade level teams will develop instructional strategies and attack plan for each targeted student group.

Strategy's Expected Result/Impact: Improved grades/scores for student groups

Staff Responsible for Monitoring: principal, teachers

Funding Sources: Local,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 7

Utilize computer assisted instruction to assist students.

Strategy's Expected Result/Impact: Improved academic success

Staff Responsible for Monitoring: teachers, aides

Funding Sources: Local,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 8

Parent conferences will be offered to address the needs of students not mastering objectives.

Strategy's Expected Result/Impact: Improvement of student's academic performance

Staff Responsible for Monitoring: teachers, principal, counselor

Funding Sources: SCE, , Local,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 9

Study guides will be available to the parents of students who fail to master one or more portions of the State Assessment Measure.

Strategy's Expected Result/Impact: Improvement of students academic achievement

Staff Responsible for Monitoring: principal, counselor

Funding Sources: SCE, , Local,

Formative Reviews

No Progress

November

Some Progress

January

March

June

Strategy 10

Teachers will receive staff development on learning styles and differentiated instruction, subgroup focus and curriculum development, assessment and remediation techniques

Strategy's Expected Result/Impact: Improved instructional practices will improve student learning

Staff Responsible for Monitoring: principal

Funding Sources: Title I, Part A, , Local,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 11

By the end of the year, 100% of CTE students will be provided adequate services to meet their special needs.

Strategy's Expected Result/Impact: Certificates of completion and training in specialized fields

Staff Responsible for Monitoring: Principal, CTE teachers

Funding Sources: CTE Perkins,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Goal 2 Parents and Community will be partners in education.

Performance Objective 1 ☒ High Priority ☒ HB3 Goal

By May 2023, at least 85% of all parents and family members will participate in at least one school sponsored academic activity for /with their children.

Evaluation Data Source: parent sign in sheets

Strategy 1

Provide a variety of communication methods to keep parents/guardians informed of school programs and activities.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: principal, staff

Funding Sources: Local,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Involve parents/guardians in the Parent and Family Engagement written policy and evaluation.

Strategy's Expected Result/Impact: Documentation of parents and family involvement

Staff Responsible for Monitoring: principal, SBDM committee

Funding Sources: Local,

Formative Reviews

No Progress

November

Considerable Progress

January

March

June

Strategy 3

Provide bilingual staff/interpreters to translate for LEP parents/guardians upon identified need

and or request.

Strategy's Expected Result/Impact: Increased parent and family involvement in the SBDM committee policy and evaluation process

Staff Responsible for Monitoring: superintendent

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 4

Invite parents to participate in school and volunteer work and serving on school committees.

Strategy's Expected Result/Impact: Increase in involvement

Staff Responsible for Monitoring: staff, principal

Funding Sources: Title I, Part A, , Local,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 5

Offer programs and activities that build parent and family capacity to support their student's academic achievement and success.

Strategy's Expected Result/Impact: increased involvement

Staff Responsible for Monitoring: teachers, principal

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 6

Provide information to students and parents on financial aid and scholarships. Guide students in accessing College Board resources.

Strategy's Expected Result/Impact: Students and parents will be informed on college resources

Staff Responsible for Monitoring: counselor

Funding Sources: Local,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Goal 3 Technology will be integrated into instructional, administrative, and community programs.

Performance Objective 1

Technology integration will be an annual focus for both the district and campus improvement committees each year.

Evaluation Data Source: CNA, Testing Calendar

Strategy 1

The technology director and campus technology staff will provide training and technical assistance to the staff.

Strategy's Expected Result/Impact: Increased technology in lessons which will increase engagement

Funding Sources: Local,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

Implementation of an integrated technology plan.

Strategy's Expected Result/Impact: More technology utilized in the classroom

Formative Reviews

Some Progress

November

January

March

June

Strategy 3

Provide the following training to appropriate staff: aware training, TEKS resource system, curriculum mapping, develop testing calendars

Strategy's Expected Result/Impact: More training to prepare students

Funding Sources: Local,
Formative Reviews

Some Progress
November

Some Progress
January

March

June

Goal 4 Valley will recruit, retain and develop excellent, creative, educators to maximize student achievement.

Performance Objective 1

Maintain the percentage of core academic subject area classes taught by effective, certified teachers on high poverty campus to meet District of Innovation Plan

Evaluation Data Source: DOI Plan, Equity Data

Strategy 1

Plan staff development activities for identifying, assessing needs, planning, modifying, tutor/ remediation and serving student needs.

Strategy's Expected Result/Impact: Higher student performance, easier planning for teachers

Staff Responsible for Monitoring: staff, principal, superintendent

Funding Sources: Local,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out of field, or non-certified teachers at a rate below state average.

Strategy's Expected Result/Impact: Equity gap will remain low

Staff Responsible for Monitoring: superintendent, principal

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 2

Increase the percentage of teachers receiving high quality professional development on campus to

remain 100%

Evaluation Data Source: Teacher Survey, STAAR data, needs assessment

Strategy 1

Plan professional development based on campus needs, STAAR data, and special program needs.

Strategy's Expected Result/Impact: Targeted staff development will increase student performance

Staff Responsible for Monitoring: Superintendent, principal

Funding Sources: IDEA-B Formula,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 3

Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out of field, or non certified teachers at a rate below the state average.

Evaluation Data Source: Equity data plan, Equity survey

Strategy 1

Assess equity gap data to develop equity plan.

Strategy's Expected Result/Impact: Equity gap will be less than state average

Staff Responsible for Monitoring: superintendent

Funding Sources: Local,

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Goal 5

The district will ensure a safe environment conducive to student learning.

Performance Objective 1

The district will implement programs to improve behavior, decision making skills and self esteem within the school year.

Evaluation Data Source: discipline referrals

Strategy 1

Schedule outside presenters to inform and motivate students.

Strategy's Expected Result/Impact: enhanced student performance, reduced discipline referrals

Staff Responsible for Monitoring: principal, counselor

Funding Sources: Local,

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

Staff will be trained in Crisis Prevention Techniques and other mandatory staff training sessions to include appropriate intervention during the crisis situation, conflict resolution, violence prevention and intervention, suicide prevention, harassment and bullying, dating violence(6th and up) and discipline management.

Strategy's Expected Result/Impact: Staff will be better prepared during crisis situations which creates a safer work place

Staff Responsible for Monitoring: Superintendent, counselor, principal

Funding Sources: Local,

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Strategy 3

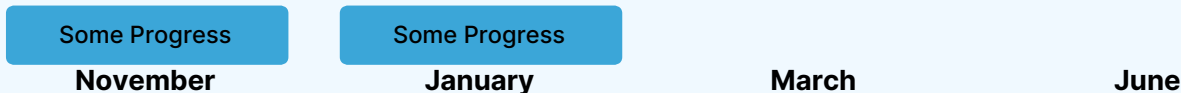
Implement consistent disciplinary strategies using an escalating consequence system.

Strategy's Expected Result/Impact: Fewer disciplinary referrals

Staff Responsible for Monitoring: principal

Funding Sources: Local,

Formative Reviews



Performance Objective 2

All campuses will annually review and implement the district's student code of conduct.

Evaluation Data Source: SBDM Committee meeting minutes

Strategy 1

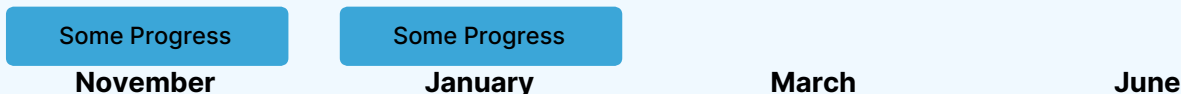
Maintain health advisory committee to review health curriculum and provide input.

Strategy's Expected Result/Impact: Better understanding

Staff Responsible for Monitoring: principal, SBDM committee

Funding Sources: Local,

Formative Reviews



Performance Objective 3

The district will implement security measures to maintain safety of students and faculty during the school year.

Evaluation Data Source: Improved safety and security



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$70,830.93

Total FTEs Funded by SCE: 2.75

Brief Description of SCE Services and/or Programs

Early intervention is critical in identifying students who are at-risk. We have interventionist and aids who help identify and meet needs students who are at risk.

Personnel for District Improvement Plan

Name	Position	FTE
Amy Smith	teacher, dyslexia, tutor	0.25
Jeremy Taylor	teacher/tutor	0.5
Lindsey Elliott	instructional aid	1
Rosie Villarreal	instructional aid	0.5
Sylvia Castillo	instructional aid	0.5



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Delane Brown	interventionist	Title I	



Plan Notes

Plan Notes

The committee agrees that we should focus on improved reading scores, parent involvement, and helping prepare for online testing. 8th grade social studies continues to be an area of concern along with 5th grade science. Even though the school has made remarkable progress in the area of safety, we all agree to continue working on this area.

The committee also talked about the major areas we want to improve on are parent involvement, student motivation, and increased vertical alignment meetings.

In 22-23 Valley School had \$100 homeless reservation that we did not expend. Therefore in 23-24, we will continue with \$100 reservation in the homeless fund. Will still carry over in 2025.



Committees

Committees

Committee

Members

First Name	Last Name	Position	Committee Role
Isaac	Smith	Business Rep	Business Rep
Brit	Petitt	Business Rep	Business Rep
Lindsey	Fuston	parent	parent
Morgan	House	parent	parent
Jeremy	Taylor	High school teacher	teacher
Sylvia	Castillo	Para	Para
Rosie	Villereal	Para	Para
Sammie Dee	Varnell	SpEd Teacher	Sped Teacher
Leah	Meyer	Teacher	Teacher
Brandon	Smith	Principal	Principal
Adam	Elliott	Superintendent	Superintendent



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance