

Valley Mills Independent School District District Improvement Plan

2022-2023



Mission Statement

The mission of Valley Mills ISD is to educate each student to the highest levels of academic achievement and enable students to become successful in a global society.

Vision

Soaring for Excellence

Core Beliefs

1. We believe that excellence in education begins with a professional and highly motivated and passionate staff. Strong leadership and exceptional teachers are the foundation of our schools.
2. We believe that Valley Mills ISD can achieve higher levels of performance through clearly defined goals, high expectations, and continuous improvement.
3. We believe that success is driven by strong relationships, high expectations, discipline, and a sense of responsibility to oneself and others
4. We believe that students are uniquely individual, developing intellectually, physically, socially, and emotionally at different levels.
5. We believe that the school district is accountable to the community and must continually seek improvement.
6. We believe that participation in extra-curricular activities, community service, and leadership training enhances character development and student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Valley Mills ISD is comprised of students in grades Pre-K - 12. The ethnic makeup of the district is 69% White, 25% Hispanic, 2.1% African-American, 3.4% 2 or More Races, 0.2% Pacific Islander, and 0.3 Asian. 47% of our students are labeled as Economically Disadvantaged.

Demographics Strengths

Graduation rates for all student demographics were 100% in 2021.

Student Learning

Student Learning Summary

According to the State of Texas Accountability rating system, Valley Mills ISD was rated a "Not Rated: State of Disaster", and the Special Education Determination Status was rated a "Meets Requirements".

Student Learning Strengths

In the class of 2021, 100% of students received their high school diplomas on time or earlier.

District Processes & Programs

District Processes & Programs Summary

We strive to recruit, support, and retain high quality staff at Valley Mills ISD. The district has implemented salary increases, bonuses, and an enhanced calendar in an effort to recruit and retain quality teachers and support professionals.

District Processes & Programs Strengths

Valley Mills ISD has done very well retaining highly qualified staff and will continue to support all staff members.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Recruit and maintain highly qualified staff members. **Root Cause:** Inflation and proximity to larger, higher paying school districts.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Class size averages by grade and subject

Employee Data





- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Goals

Goal 1: Safety, Discipline, and Attendance: VMISD will continue to put students first while improving its facilities in order to ensure student safety.

Performance Objective 1: In order to promote staff and student safety, the district will renew it's partnership with our Student Resource Officer.





Evaluation Data Sources: Number and severity of incidences throughout the school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continuation of partnership with SRO will assist in maintaining the safety of all district students and personnel. Strategy's Expected Result/Impact: Reduced worry from parents, staff, and students about outside factors. Staff Responsible for Monitoring: District and campus administration.	Formative		
	Jan	May	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Addition of a District Safety and Security Consultant. Strategy's Expected Result/Impact: Training for staff on security and operations procedures, facilities audit, enhanced safety and security measures. Staff Responsible for Monitoring: District Administration	Formative		
	Jan	May	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Addition of protective fencing for "soft" spots at the JH/HS and Elementary campuses. Strategy's Expected Result/Impact: Increased layer of protection for all students and staff. Staff Responsible for Monitoring: District and Campus Administration	Formative		
	Jan	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Safety, Discipline, and Attendance: VMISD will continue to put students first while improving its facilities in order to ensure student safety.

Performance Objective 2: The district has a need to support students' social and emotional needs.

Evaluation Data Sources: Students' emotional health throughout the school year. Frequency/urgency of counselor visits.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Expansion and continued development of Social Emotional Learning program.</p> <p>Strategy's Expected Result/Impact: Added support of social and emotional issues facing students who are struggling in areas of achievement.</p> <p>Staff Responsible for Monitoring: Interventionist, Campus Administration, Director of Student Services, Counselors.</p>	Formative		
	Jan	May	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 2: Literacy: VMISD will strive to have every student reading and writing proficiently through the use of guided reading strategies, increased number of writing activities in all classrooms, and more one on one writing conferences between the student and teacher.

Performance Objective 1: District will continue and expand practices to provide intervention time during the school day for students struggling with identified essential standards.

High Priority

HB3 Goal

Evaluation Data Sources: BAS, STAAR, Formal/Informal Assessments, Zero Hour.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Addition of scheduled intervention time that does not coincide with other class times at the High School. Continuation/expansion of scheduled intervention time at the Junior High.</p> <ul style="list-style-type: none"> -Aligning resources with TEKS Resource System -Effectively use curriculum resources to support instruction -Ongoing support of students through benchmark monitoring <p>Strategy's Expected Result/Impact: Address gaps caused due to COVID pandemic.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Administration</p>	Formative		
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Literacy: VMISD will strive to have every student reading and writing proficiently through the use of guided reading strategies, increased number of writing activities in all classrooms, and more one on one writing conferences between the student and teacher.

Performance Objective 2: All classrooms K-12 will have a well balanced literacy classroom that includes Reader's/Writer's Workshop Model.

High Priority

HB3 Goal





Evaluation Data Sources: Walkthroughs, T-TESS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: -Aligning resources with TEKS Resource System -Effectively use curriculum resources to support instruction -Implement classroom routines, procedures, and schedule that supports the readers/writers workshop model</p> <p>Strategy's Expected Result/Impact: Increase student scores on benchmarks, reading levels, and state assessments Staff Responsible for Monitoring: Classroom Teachers, Campus Administration</p>	Formative		
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Literacy: VMISD will strive to have every student reading and writing proficiently through the use of guided reading strategies, increased number of writing activities in all classrooms, and more one on one writing conferences between the student and teacher.

Performance Objective 3: 100% of ELAR teachers will be engaged in highly focused, rigorous instruction through reader's/writer's workshop to effectively support student achievement.

Evaluation Data Sources: BAS Testing, STAAR Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: -Aligning resources with TEKS Resource System</p> <ul style="list-style-type: none"> -Effectively use curriculum resources to support instruction -Implement classroom routines, procedures, and schedule that supports the reader's/writer's workshop model -Utilizing the F&P Literacy Continuum to better target students reading behaviors and characteristics at each level -Addition of Enhanced Phonics Curriculum -Ongoing assessment of student reading progress through running records <p>Strategy's Expected Result/Impact: Increase student scores on benchmarks, reading levels, and state assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administration</p>	Formative		
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Curriculum, Technology, and Professional Development: VMISD will follow an aligned curriculum, provide teachers with quality PD, and continue to invest in technology devices for our students in an effort to ensure that our students are becoming increasingly successful under the current accountability system.

Performance Objective 1: The district will follow TEKS Resource System for its curriculum guide in all K-12 core subjects.

High Priority

Evaluation Data Sources: TEKS Resource System, T-TESS, Walkthroughs





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: -Identification and vertical alignment of essential standards -Placement of essential standards in grade level YAG -Deconstruction of essential standards and in collaborative teams to ensure alignment and understanding of specificity -Performance criteria established (common assessments) -Analysis of student data to drive intervention and enrichment -Progress monitoring of essential standards -Learning new ELAR TEKS</p> <p>Strategy's Expected Result/Impact: Collection and implementation of useful data. Staff Responsible for Monitoring: Classroom Teachers, Campus Administration</p>	Formative		
	Jan	May	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Curriculum, Technology, and Professional Development: VMISD will follow an aligned curriculum, provide teachers with quality PD, and continue to invest in technology devices for our students in an effort to ensure that our students are becoming increasingly successful under the current accountability system.

Performance Objective 2: The district will provide quality professional development in the areas of RTI, balanced literacy, workshop models, and special services.

High Priority





Evaluation Data Sources: Conferences attended, and other PD opportunities to support the objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Address teacher needs with an impact on student success. Strategy's Expected Result/Impact: Teacher growth Staff Responsible for Monitoring: Director of Student Services, Campus Administration	Formative		
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Finance and Facilities: VMISD will operate under a balanced budget, spend taxpayer dollars wisely, and direct money toward the fund balance when possible.

Performance Objective 1: VMISD will continue to utilize ESSER funding to fund salaries to support employment.





Evaluation Data Sources: Job descriptions for ESSER

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continuation of services of District Curriculum Director, Interventionist at the Junior High/High School campus, and a Counselor at the Elementary campus.</p> <p>Strategy's Expected Result/Impact: Support students academically, socially, emotionally.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative		
	Jan	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Finance and Facilities: VMISD will operate under a balanced budget, spend taxpayer dollars wisely, and direct money toward the fund balance when possible.

Performance Objective 2: Maintain the school budget by monitoring data, public policy, and legislation continuously.





Evaluation Data Sources: Student demographic and achievement data, enrollment trends, financial reviews and state funding formulas.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Recognizing and analyzing trends to make data-driven decisions, proactively create projections, and anticipate financial challenges.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder confidence for future project planning and implementation.</p> <p>Staff Responsible for Monitoring: Business Manager, District Administration</p>	Formative		
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: People Focused: VMISD will provide social and emotional services for our students, offer a wide variety of Career and Technology Education classes, and invest in our employees to improve retention.

Performance Objective 1: By implementing programs specifically geared for staff retention, VMISD will reduce staff turnover from the previous year.





Evaluation Data Sources: Teacher satisfaction surveys, Conferences

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: -Improved campus communication -New teacher support through mentoring -Cultivate a system of teacher collaboration -Implement team building activities</p> <p>Strategy's Expected Result/Impact: Teacher retention Staff Responsible for Monitoring: District and Campus Administration</p>	Formative		
	Jan	May	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: People Focused: VMISD will provide social and emotional services for our students, offer a wide variety of Career and Technology Education classes, and invest in our employees to improve retention.

Performance Objective 2: Addition and implementation of the Second Step Social and Emotional Learning Program.

Evaluation Data Sources: Student mental health surveys.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: -Aligned SEL curriculum -Focus on mental health and healing -Possibility of the addition of a facility dog to reduce stress, anxiety, and depression</p> <p>Strategy's Expected Result/Impact: Improvement in student problem-solving, self-regulation, impulse control, and empathy. Staff Responsible for Monitoring: District and campus administration, teachers, counselors</p>	Formative		
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention	Campus Administration	8/31/2022	Josh Jones	8/31/2022
Coordinated Health Program	Shelley Sonntag/Coaching Staff	8/31/2022	Josh Jones	8/31/2022