

Vernon Independent School District
District Improvement Plan
2009-2010

Accountability Rating: Acceptable

[IMAGE]

Mission Statement

Vernon Independent School District is committed to the development of a school system in which all students can learn in a safe and orderly climate and one which all stakeholders can be proud of. We will be an exemplary education community respecting and valuing students, parents, community members, and district employees. Our students will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

Vision

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

- District goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Benchmark assessments results
- Drop-out rates
- Attendance data
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Tobacco, alcohol, and other drug-use data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility

- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, discipline, attendance and mobility
- Other additional data

Goals

Goal 1: The Board of Trustees of Vernon Independent School District will maximize the efficient use of its financial resources.

Performance Objective 1: The financing of education will be equitable and adequate for all students and will reflect fiscal responsibility in budget planning.

Summative Evaluation:

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|--|------------------------|--|-------------------|-----|-----|-----|
| | | | | Nov | Jan | Mar | Jun |
| Budget will be developed utilizing a process that allows input from all staff and stakeholders. The process will allow campuses to identify budget needs and to prioritize additional needs and projects. | Board of Trustees Superintendent business Manager Campus Principals | \$17,287,805.00 | All students receive a free and appropriate public education. | | | | |
| District will meet compliance requirement of FIRST rating system. | Superintendent Business Manager | \$0.00 | District will receive a FIRST rating. | | | | |
| Review staffing patterns in all positions. | Superintendent | \$0.00 | Staff numbers will represent classes/courses appropriate for the enrolled number/grade levels of students. | | | | |
| Review benefit plan for all employees. | Board of Trustees Superintendent | \$0.00 | Benefits package determined by end of July 2009. | | | | |
| Review salary schedules for all VISD personnel. | Superintendent Business Manager | TBD Fund 199 | The district salary schedule will be established by end of July 2009. | | | | |
| Budget State Compensatory Funds to supplement schoolwide Title I campuses. | Superintendent | State Comp Ed Funds | Vernon HS: \$205,244.00 FTE's Teachers 3.35 Aides 3.0 Vernon MS: \$299,918.00 FTE's Teachers 3.06 Aides 6.0 AFP: \$59,597 FTE's Teachers 1.0 Aides 0.0 Central: \$158,687.00 FTE's Teachers 3.13 Aides 1.0 Shive: \$51,837.00 FTE's Teachers 0.0 Aides 2.33 McCord: \$272,451.00 FTE's Teachers 4.57 Aides 3.0 Summer School: \$4000.00 Counseling/GED: \$50,817.00 | | | | |
| = Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished | | | | | | | |









Performance Objective 2: The district will meet all the compliance requirements of the Financial Integrity Rating System of Texas (FIRST).

Summative Evaluation: Rating will indicate compliance.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|------------------------|------------------------------------|-------------------|-----|-----|-----|
| | | | | Nov | Jan | Mar | Jun |
| District will comply with all requirements for FIRST. | Business Manager Superintendent | | | | | | |
| = Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished | | | | | | | |

Performance Objective 3: The district will maintain a fund balance that meets the compliance requirements as established by the FIRST.

Summative Evaluation: Fund balance level will comply with established criteria.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|------------------------|------------------------------------|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| District will plan expenditures to maintain appropriate fund balance. | Superintendent | | |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |

Performance Objective 4: The district will receive an unqualified opinion on the audit report that will show it being in compliance with government accounting rules and no major finds for corrective actions.

Summative Evaluation: Audit report with not corrective actions needed.

Goal 2: VISD will recruit, develop and retain a diverse and highly qualified staff that demonstrates creativity as well as critical thinking.









Performance Objective 1: The district will maintain a salary schedule that is competitive with other school districts in the region.

Summative Evaluation: 100% of contracted staff will complete the school year and vacancies will be filled with highly qualified personnel.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|-------------------------------------|------------------------------|---|-------------------|-----|-----|-----|
| | | | | Nov | Jan | Mar | Jun |
| District will identify high needs areas for staffing. | Board of Trustees Superintendent | Federal Funds Local Funds | Areas will be staff with 100% highly qualified staff. | | | | |
| District will participate in college recruiting fairs. | Superintendent | Local Funds | 100% of positions filled with highly qualified staff. | | | | |
| District will employ fully certified teachers only in Core Areas, Special Education, and English as a Second Language. | Superintendent | Fund 199 | 100% of staff will be certified in teaching areas. | | | | |
| Pay incentives for staff will be provided by evaluation of all pay grades and salary schedules. | Board of Trustees Superintendent | Federal Funds Local Funds | 100% of contracted staff return to district. | | | | |
| = Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished | | | | | | | |

Performance Objective 2: The district will provide optimum opportunities for all staff to be engaged in professional development that will include technology training, formative assessment, and time during the school day for teachers to collaborate.

Summative Evaluation: 100% of staff will receive high quality professional development for 09-10 school year.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|-----------------------------|---|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| District will reimburse employees for successful completion of Excet exams in pre-approved, high needs areas. | Superintendent | Title II, Part A \$500,000. | Payroll records indicate the number of teachers who were reimbursed for the tests taken and passed. |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |









Performance Objective 3: The district will provide planning time, at least once per six weeks to build learning communities at the campus, grade or department level which will promote the implementation of reserach-based strategies and provide follow-up for professional development experiences through collaboration.

Summative Evaluation: Evaluation data will indicate the extent to which the collaborative time has led to learning communities at each campus.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|------------------------------|---|-------------------|-----|-----|-----|
| | | | | Nov | Jan | Mar | Jun |
| The district calendar has early release days to provide collabortive times for staff on: 9/30/09, 10/28/09, 1/27/10, 2/24/10, 3/31/10, and 5/19/10. | Board of Trustees Superintendent | Federal Funds Local Funds | Calendar dates scheduled | | | | |
| Campuses will determine topics for discussion based on campus needs assessments and student needs for collabortive times. | Campus Teachers | Federal Funds Local Funds | Notes of actions/minutes of meetings Sign in sheets | | | | |
| Professional development will be provided for all staff in the areas of Response to Intervention, Collaborative Teams/Professional Learning Communities, and Technology Integration. | Campus Principals Assistant Superintendent for Curriculum and Instruction | Federal Funds Local Funds | Certificates Sign in sheets Agenda and minutes of meetings | | | | |
| Student data on state assessments and benchmark assessments will guide the determination of professional development needs for instructional staff. | Campus Principals; Assistant Superintendent for Curriculum and Instruction; Curriculum Specialist | Local Funds | Improved TAKS results; Survey of input from staff | | | | |
| = Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished | | | | | | | |

Performance Objective 4: The district will identify and implement strategies to encourage high staff morale.









Summative Evaluation: Surveys of staff will be conducted periodically to determine levels of staff morale.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|------------------------|---|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| Staff will be given opportunity for input into meeting needs at the campus and district levels. | Superintendent Campus Principals Lead teachers and department chairmen | | Comments received in minutes; Staff will demonstrate high morale and job satisfaction |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |

Goal 3: Students’ academic performance, achievement level and social development will reflect excellence in learning and attainment of both high expectations and high standards.








Performance Objective 1: Students’ behavior will exemplify the skills, attitudes and/or practices that are characteristic of productive, community-minded adults: citizenship, self-esteem, respect for others and accountability for actions.

Summative Evaluation: 100% of the classrooms in the district will implement Capturing Kid’s Hearts with a social contract and behavior expectations aligned by grade level and age appropriate expectations.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|------------------------|---|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| Campuses will follow Capturing Kids Hearts recommendations and have a social contract for each class. | Campus Principals Assistant Superintendent for Curriculum and Instruction | Fund 199 | Classrooms will have posted social contract and students will follow the contracts. |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |

Performance Objective 2: The district will continue to align curriculum and instruction to the Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Knowledge and Skills (TAKS).

Summative Evaluation: District TAKS scores will improve by 10% from the 2009 rates for all student groups in Reading/ELA, Math, Science, Social Studies and Writing.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|------------------------------|--|---|-----|-----|-----|
| | | | | Nov | Jan | Mar | Jun |
| Benchmark testing for all TAKS grades will be conducted. | Campus Principals Curriculum Specialist | Fund 199 | AEIS IT records of student data and reports generated will guide instructional decisions. | | | | |
| Utilize TAKS, TAKS-Accommodated, TAKS-Modified, and TAKS-Alternate results from 2009 along with AEIS IT reports will be used to plan strategies for student success. | Campus Principals Campus Collaborative Teams District Administrators | Local Fund Federal Funds | Reports and analysis of disaggregated data. |  | | | |
| Implement campus plans to achieve the academic performance required to achieve the next higher accountability level on TAKS for all student groups in all tested core subjects. | Campus Principals, Campus Leadership Teams, Superintendent | Federal Funds Local Funds | McCord and Central will be Exemplary rated, Shive will be Exemplary rated, Middle School will be Acceptable rated, High School and AFP will be Recognized rated and the District will be rated Recognized. |  | | | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |

Performance Objective 3: Ensure students' literacy by making certain that all students can read and write or show adequate progress towards grade level competency in grades K-2 and be on grade-level or above by the end of third grade and every year thereafter.

Summative Evaluation:

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|--------------------------------------|---|-------------------|-----|-----|-----|
| | | | | Nov | Jan | Mar | Jun |
| Continue implementation of Response to Intervention at each campus to meet the needs of any struggling students, ELL, and at-risk students. | Superintendent; Campus Principals; Teachers | Federal Funds Comp Ed Local Funds | RTI student support team records will show student progress in referred subject(s). | | | | |
| Provide tutorial services at all campuses and evenings homework help services. | Campus Principals; Assistant Superintendent for Curriculum and Instruction; Instructional Staff working additional hours | Local Funds Federal Funds | Sign in sheets documenting student attendance at sessions; teacher timesheets | | | | |
| Continue ReadRight program to ensure academic success at Central Elementary, Shive Elementary, Vernon MS and Vernon HS for students who are identified. | Campus Principals; Assistant Superintendent for Curriculum and Instruction; ReadRight Tutors | Local Funds; Federal Funds | Student progress records and rate of exit of program. | | | | |
| Continue Waterford (grades PK- 2) and Successmaker (grades 3-8) programs to increase academic success for students. | Elementary and Middle School principals; Assistant Superintendent for Curriculum and Instruction; Teachers; Technology Department | Local Funds | Reports indicate achievement of students in reading. | | | | |
| = Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished | | | | | | | |

Performance Objective 4: Ensure students' competence by making certain that they reach or exceed grade-level standards in math, science and social studies or show adequate progress towards grade level competency in grades K-2 by the end of the third grade and every year thereafter.

Summative Evaluation:

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|--|-------------------|-----|-----|-----|
| | | | | Nov | Jan | Mar | Jun |
| Continue implementation of Response to Intervention at each campus to meet the needs of any struggling students, ELL, and at-risk students. | Superintendent; Campus principals; Assistant Superintendent for Curriculum and Instruction; Curriculum Specialist | Federal Funds State Comp Ed Local Funds | RTI student support team records will show student progress in subject(s). | | | | |
| Provide tutorial services at all campuses and evenings homework help services. | Campus Principals; Assistant Superintendent for Curriculum and Instruction; Instructional staff working additional hours. | Federal Funds; Local Funds | Sign in sheets documenting student attendance; teacher timesheets. | | | | |
| Continue Waterford (grades PK- 2) and Successmaker (grades 3-8) programs to increase academic success for students. | Elementary and Middle School Principals; Assistant Superintendent for Curriculum and Instruction; Teachers; Technology Department | Local Funds | Reports of achievement for students in math, science and social studies. | | | | |
| = Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished | | | | | | | |









Performance Objective 5: The district will implement strategies for decreasing the dropout rate and increasing the high school completion rate.

Summative Evaluation:

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---|-------------------------------|---|-------------------|-----|-----|-----|
| | | | | Nov | Jan | Mar | Jun |
| Vernon ISD will participate in the Region 9 P-16 Council while learning about the College and Career Readiness Standards. District will also participate in the available EOC assessments. | High School and AFP staff; District Administration | Local Funds | Results of assessments will be analyzed for program and instructional issues. Alignment of TEKS, CScope-scope and sequence with the College and Career Readiness Standards. | | | | |
| Conduct summer school to decrease failures and provide accelerated instruction to struggling students and at-risk students. | Superintendent; Campus Principals; Assistant Superintendent for Curriculum and Instruction | Local Funds Federal Funds | Students will reach attain grade level reading and mathematics skills at all grade levels. | | | | |
| The current credit recovery program will continue to be utilized for students who are working to recover incomplete coursework. | Secondary Principals; Teachers in Odysseyware lab. | Local Funds | Students will attain the graduation credit for courses not completed in a regular classroom setting. | | | | |
| Provide tutorial services at all campuses and evenings homework help services. | Campus Principals; Assistant Superintendent for Curriculum and Instruction; Instructional staff working additional hours. | Federal Funds; Local Funds | Sign in sheets documenting student attendance; teacher timesheets | | | | |
| = Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished | | | | | | | |

Performance Objective 6: The district will provide teachers and students with state-of-the-art technology to support instruction and learning.












Summative Evaluation:

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------------------------------------|----------------------------|--|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| Provide updated technology at all grade levels will support the learning environment. | Superintendent; Technology Department | Local Funds; Federal Funds | Additional technology available for instructional purposes and updates current on all computers. |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |

Goal 4: The district will provide for the efficient and effective operation of facilities and grounds that are conducive to a safe and positive teaching and learning environment.

Performance Objective 1: Develop long-range building utilization, maintenance and safety plans.
















Summative Evaluation:

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---|------------------------|---|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| Update the long range facility plan for all district facilities and determine an orderly plan for implementation. | Superintendent Assistant Superintendent for Student Services | \$0.00 | Postponed until Summer 2010; Plan to consider updating/developing a long range plan to be presented to the board of trustees. |  |  |  | |
| Complete safety audits of all campuses. | Superintendent Campus Principals Contracted with Region 9 ESC. | \$0.00 | Audit data currently in compliance (3 year timeline). Needs will be incorporated into the long range plan for facilities. |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |

Goal 5: The district will encourage all parents to become active participants in the education of their children.












Performance Objective 1: The district will implement a positive, public relations program designed to increase parent and community support of the school district.

Summative Evaluation: Parent involvement will increase at various opportunities throughout the school year. Records will indicate the number of parents who have attended the campus and district events. Up to 20 parents will participate in the Adult Education programs.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|------------------------|---|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| District and campuses will utilize various methods of communication to provide information to parents. | Superintendent Campus Principals Assistant Superintendent for Curriculum and Instruction | Fund 199 | The number of links to the district website will increase by 25%. The frequency of campus mailouts will be recorded and filed. Newspaper clippings on school event publicity will be done monthly. The district newsletter will be issued 3 times per year to all families. |  |  |  | |
| District and campus will monitor parent involvement activities throughout the school year. | Campus Principals Assistant Superintendent for Curriculum and Instruction | Fund 211; \$5,664 | The number of parents involved in the activities will increase by 10% over the previous school year. |  |  |  | |
| A district newsletter sent home frequently throughout the school year. | Superintendent | Local Funds | Documentation of mailings. Feedback from parents on surveys. |  | | | |
| District will maintain a current website to inform the public of district and campus events. | Superintendent | Local Funds | A review of the website will indicate it is up to date. |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |









Performance Objective 2: Communication among district employees, students, parents and the community at-large will be timely, effective and interactive.

Summative Evaluation: District will conduct meetings that bring together these groups for educational purposes such as School Health Advisory Council, CATE Advisory Groups, Special Program advisory and required meetings.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|----------------------------------|------------------------|---|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| The district and campuses will utilize various forms of communication to inform the public about meetings to be held and request parental involvement in the activities. | Campus and District staff | Program funds | Documentation of communication |  |  |  | |
| Campuses communicate on a regular basis with parents in the form of newsletters and folders sent home in the home language. | Campus principals Teachers | Local Funds | Documentation of information sent home. |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |

Performance Objective 3: All stakeholders are encouraged to feel ownership and have pride in academic achievement and district programs.

Summative Evaluation: End of year parent and teacher surveys will indicate the level of participation in district programs.

| Strategy Description | Staff Responsible for Monitoring | Funding Sources & FTEs | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|---|---|---|---|---|-----|
| | | | | Nov | Jan | Mar | Jun |
| District will notify parents of opportunities to be involved at the various district and campus levels. Examples are to participate on a campus improvement team, district improvement team, School Health Advisory Council, Career and Technology Advisory Committees, etc. | District Administrators Campus Principals Program teachers | Federal Funds State Funds Local Funds | Sign in sheets and agendas of meetings Invitations sent and other forms of publicity |  |  |  | |
|  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished | | | | | | | |

State Compensatory

Budget for District Improvement Plan:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------|--------------------------|---------------|
| 6100 Payroll Costs | | |
| 199.11.6119.00.001.0.30.000 | 6118 Extra Duty Stipend | \$1,600.00 |
| 199.11.6119.00.041.0.30.000 | 6118 Extra Duty Stipend | \$800.00 |
| 199.11.6119.00.101.0.30.000 | 6118 Extra Duty Stipend | \$5,000.00 |
| 199.11.6119.00.104.0.30.000 | 6118 Extra Duty Stipend | \$5,000.00 |
| 199.11.6117.00.001.0.30.000 | 6119 Salary Professional | \$125,137.00 |
| 199.11.6117.00.041.0.30.000 | 6119 Salary Professional | \$142,484.00 |
| 199.11.6117.00.101.0.30.000 | 6119 Salary Professional | \$133,005.00 |
| 199.11.6117.00.104.0.30.000 | 6119 Salary Professional | \$8,255.00 |
| 199.11.6117.00.105.0.30.000 | 6119 Salary Professional | \$221,700.00 |
| 199.11.6119.35.001.0.30.000 | 6119 Salary Professional | \$2,500.00 |
| 199.11.6119.71.001.0.30.000 | 6119 Salary Professional | \$3,000.00 |
| 199.11.6119.71.041.0.30.000 | 6119 Salary Professional | \$4,000.00 |
| 199.11.6141.00.001.0.30.000 | 6141 Social Security | \$2,491.00 |
| 199.11.6141.00.041.0.30.000 | 6141 Social Security | \$3,521.00 |
| 199.11.6141.00.101.0.30.000 | 6141 Social Security | \$2,029.00 |
| 199.11.6141.00.104.0.30.000 | 6141 Social Security | \$695.00 |
| 199.11.6141.00.105.0.30.000 | 6141 Social Security | \$2,781.00 |
| 199.11.6142.00.001.0.30.000 | 6142 Insurance1 | \$17,270.00 |

| | | |
|-----------------------------|--|--------------|
| 199.11.6142.00.041.0.30.000 | 6142 Insurance1 | \$30,064.00 |
| 199.11.6142.00.101.0.30.000 | 6142 Insurance1 | \$8,348.00 |
| 199.11.6142.00.104.0.30.000 | 6142 Insurance1 | \$9,550.00 |
| 199.11.6142.00.105.0.30.000 | 6142 Insurance1 | \$21,154.00 |
| 199.11.6143.00.001.0.30.000 | 6143 W/C | \$497.00 |
| 199.11.6143.00.101.0.30.000 | 6143 W/C | \$471.00 |
| 199.11.6143.00.104.0.30.000 | 6143 W/C | \$82.00 |
| 199.11.6143.00.105.0.30.000 | 6143 W/C | \$819.00 |
| 199.11.9143.00.041.0.30.000 | 6143 W/C | \$641.00 |
| 199.11.6146.00.001.0.30.000 | 6146 TRS | \$1,317.00 |
| 199.11.6146.00.041.0.30.000 | 6146 TRS | \$2,022.00 |
| 199.11.6146.00.101.0.30.000 | 6146 TRS | \$1,011.00 |
| 199.11.6146.00.104.0.30.000 | 6146 TRS | \$268.00 |
| 199.11.6146.00.105.0.30.000 | 6146 TRS | \$1,540.00 |
| 199.31.6146.00.999.0.30.000 | 6146 TRS | \$682.00 |
| 199.11.6125.00.001.0.30.000 | 6129 Paraprofessional | \$46,629.00 |
| 199.11.6125.00.041.0.30.000 | 6129 Paraprofessional | \$108,569.00 |
| 199.11.6125.00.101.0.30.000 | 6129 Paraprofessional | \$6,947.00 |
| 199.11.6125.00.104.0.30.000 | 6129 Paraprofessional | \$39,682.00 |
| 199.11.6125.00.105.0.30.000 | 6129 Paraprofessional | \$36,193.00 |
| 199.11.6144.00.001.0.30.000 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$11,304.00 |
| 199.11.6144.00.041.0.30.000 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$18,389.00 |
| 199.11.6144.00.101.0.30.000 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$10,368.00 |

| | | |
|--|--|-----------------------|
| 199.11.6144.00.104.0.30.000 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$3,629.00 |
| 199.11.6144.00.105.0.30.000 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$19,427.00 |
| 6100 Subtotal: | | \$1,060,871.00 |
| 6200 Professional and Contracted Services | | |
| 199.11.219.00.999.0.30.000 | 6219 Professional Services | \$5,000.00 |
| 199.11.6219.01.001.0.30.000 | 6219 Professional Services | \$8,500.00 |
| 199.11.6219.71.101.0.30.000 | 6219 Professional Services | \$500.00 |
| 199.11.6219.71.104.0.30.000 | 6219 Professional Services | \$500.00 |
| 6200 Subtotal: | | \$14,500.00 |
| 6300 Supplies and Services | | |
| 199.11.6395.71.001.0.30.000 | 6395 Supplies - DP Operations | \$600.00 |
| 199.11.6395.71.041.0.30.000 | 6395 Supplies - DP Operations | \$1,400.00 |
| 199.11.6399.00.001.0.30.000 | 6399 Supplies - General | \$500.00 |
| 6300 Subtotal: | | \$2,500.00 |

Personnel for District Improvement Plan:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-----------------|----------------|------------|
|-------------|-----------------|----------------|------------|

Title I

Schoolwide Program Plan

Vernon Independent School District has six campuses that are all schoolwide programs. With one academically unacceptable campus, Vernon Middle School, interventions are in place to support the campus recover in the area of 8th grade science. The high school is a Technical Assistance Team (TAT) campus for the 2009-2010 school year which means that if the current year accountability standards were applied to last year's data, the campus would be unacceptable. The elementary campuses are recommended, Shive Elementary, and exemplary, Central Elementary paired with McCord Elementary.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The district leadership team examined data from 2009 TAKS summary reports by looking at each student group and the progress made from the previous year in each tested subject area. Attendance data, disciplinary data and mobility data have all been examined for impact on the success of the campuses. Response to Intervention records are used to monitor the student achievement data. AEIS data for each campus and the district were used to analyze improvement. The 2007-2008 FIRST report was reviewed.

2: Schoolwide Reform Strategies

Response to Intervention at each campus will be continued and improved to achieve a higher level of implementation. Instructional strategies will be the focus of improved instruction for struggling students. Strategies will address student learning styles and methods that will lead to successful learning of the content. The result will be a higher success rate for struggling students and all students.

Implementation of collaborative groups (Professional Learning Communities) at each campus beginning with professional development in August 2009. A team of district staff from each campus attended training in June to support the implementation in the 2009-2010 school year. Collaboration time will be provided on a regular basis for teachers to meet for instructional purposes and six times throughout the school year early release dates provide additional collaboration time. Topics will be determined at the campus level and student data will be the focus of discussions.

3: Instruction by highly qualified professional teachers

The district recruits highly qualified teachers for each grade level and subject area. Incentives for high need areas are provided to attract and keep these highly qualified teachers. In the event that a campus does not meet 100% highly qualified for all areas, a plan is in place for the teacher to become highly qualified as soon as possible.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

All professional and paraprofessional staff receive high-quality and ongoing professional development. The professional development presented in August 2009 prior to the first instructional day is revisited throughout the school year in collaborative planning and professional learning communities.

5: Strategies to increase parental involvement

Parents are given the opportunity to complete a survey in the spring of the school year giving information about communications with the schools, parental involvement and safety concerns and their student. Parents indicated that they receive most of the information about the school through their students, the local newspaper and the district website. Parents indicated that they feel comfortable coming to the campuses and discussing student issues with the teacher and principal.

Opportunities for parents to be involved at school are provided at each campus. Parent volunteers are encouraged at the elementary campuses with multiple opportunities provided. Parents are invited to be a part of the parent teacher organization at each campus.

Vernon ISD in cooperation with ESC 9 and Vernon College offer parents the opportunities for continuing education through ESL classes and GED classes. Parents can attend classes two nights per week at Vernon College and attend 3 nights per week at Vernon HS during the hours of Homework Help Sessions 6-8 p.m. Online software access is provided by ESC 9 and VISD.

Campuses provided parent information meetings throughout the school year to keep parents informed of ways they can support their students in their learning activities. At the end of the first six weeks parents are provided the opportunity to pick up report cards and visit with their child's teacher(s).

In the spring of each year a Family Learning Event is held for parents and students PK-12 to learn together by participating in learning stations. The event is held at the Wilbarger Auditorium and district staff prepare the learning stations and interact with the families. Community agencies are invited to have stations and share their information with the families.

The district provides online access for parents to view student progress in each teachers' class and view attendance and behavior reports.

6: Strategies to attract highly qualified teachers

Vernon ISD pays stipends to teachers to fill high need areas. As teachers choose to take state certification tests in areas of high need a reimbursement is made for a passing grade on the TExES. The district also provides a tuition reimbursement for pre-approved degree programs. Stipends are paid for master's levels and doctorate level degreed personnel.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Four year-old students are identified to attend the pre-kindergarten program at McCord Elementary School. Students of homes where languages other than English are spoken are highly encouraged to attend to work on English language acquisition. Students are assessed throughout the school year on the skills necessary for success in kindergarten. At the end of the school year the student information is provided for the kindergarten teachers to inform them of the progress the students have made in the pre-k year. Students are assessed with the initial kindergarten benchmark in beginner reading skills to serve as a baseline for the fall of kindergarten.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Reports are made available to teachers on state assessment and common assessment administered by teachers in core subjects. Collaboration time is provided for teachers to discuss areas of strength and weakness of students. The weaknesses are used to provide interventions for the students that will lead to success academically. Teachers also have the opportunity to discuss instructional strategies and share expertise.

Student support teams meet regularly to examine records on struggling students. Teachers serve on the student support teams.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Student support teams meet regularly to examine records on struggling students. Teachers serve on the student support teams. Teachers who have a struggling student are encouraged to monitor the progress of students beginning with a common assessment given by all teachers of the grade level or subject. Struggling students are provided an intervention that is designed to address the skill/concept the student(s) is struggling with. With the use of AIMSWeb software, the teacher can document progress from the benchmark or common assessment to indicate the improvement or decline of the student. Teachers collaborate to find a solution for the struggling student(s) at the student support team meetings.

While each campus has a student support team, the operation of the SST will be customized to fit the campus needs.

10: Coordination and integration of federal, state and local services and programs

Campuses focus on the needs of students and provide interventions necessary to ensure success for the students academically. The programs and services at each campus are all considered when interventions are considered for the student. The student support teams will discuss what is available at the campus to provide support for struggling students. Teachers with special training may be called upon to provide interventions for students or the student may be referred for support provided by a program as the student improves academically.

2009-2010 District Planning and Decision Making Committee

| Committee Role | Name | Position | Signature |
|-----------------------|------------------|----------------------------------|------------------|
| Administrator | Marylin Leasure | Chairman | |
| Administrator | Rita Collier | Special Education Director, WSSC | |
| Administrator | Ken Kenner | Vernon MS Principal | |
| Administrator | Tom Woody | Superintendent | |
| Administrator | Fred Bush | Central Elementary Principal | |
| Administrator | Steve Fleming | Vernon HS Principal | |
| Administrator | Charles Chesser | Shive Elementary Principal | |
| Administrator | Joe Hennessee | NTSH AFP Assist. Principal | |
| Classroom Teacher | Judy Dickey | Shive Elementary Teacher | |
| Classroom Teacher | Susan Kenner | Vernon HS Teacher | |
| Classroom Teacher | Sheridan Lamp | Vernon MS Teacher | |
| Classroom Teacher | Sueann Haseloff | Central Elementary Teacher | |
| Classroom Teacher | Susie Magallanes | McCord Elementary ESL Teacher | |
| Classroom Teacher | Kathy Coffee | McCord Elementary Teacher | |
| Classroom Teacher | Marion Newell | Shive Elementary Teacher | |
| Committee Member | Kenneth Bersche | Community Religious Leader | |

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| Goal 3: Students' academic performance, achievement level and social development will reflect excellence in learning and attainment of both high expectations and high standards. | 12 |
| Goal 4: The district will provide for the efficient and effective operation of facilities and grounds that are conducive to a safe and positive teaching and learning environment. | 18 |
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Title I Part C

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Title I-C : Migrant Students

Vernon Independent School District migrant program services will include the areas of focus, instructional interventions appropriate to the grade level and preschool migrant children. Included in the areas of focus will be migrant services coordination with migrant coordinator, identification and recruitment, early childhood education, graduation enhancement, parental involvement, secondary credit exchange and accrual, and utilization of the New Generation System.