

WINONA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2010 - 2011



“Striving for Excellence”

Winona Independent School District
611 Wildcat Drive
Winona, TX 75792-0218

Mr. Wiley E. Vonner
Superintendent of Schools

2010-2011 Committee Members

| | |
|-------------------|---|
| Debbie Martin | Director of Curriculum and Federal Programs |
| Joshua Snook | Principal, Elementary Campus |
| Chrissy Roberts | Teacher |
| Kristy Davis | Teacher |
| Kachel Teal | Teacher |
| Tisha Yancy | Teacher |
| Jackie Massey | Director of Special Education |
| Ginger Mallette | Transportation Director |
| Julia Waner | Food Service Director |
| Charlotte Jones | Teacher |
| Oscar Rendon | Principal, Middle School |
| Kim Campbell | Teacher |
| Vickie Russell | Teacher |
| Patsy Williams | Director of Media Services |
| Mack Lowe | Assistant Principal, Secondary |
| Tracey Nettleton | Teacher |
| John Franklin | Teacher |
| Sam Walker | Teacher |
| Tony Gibbs | Director of Technology |
| Sandy Ellis | Parent |
| Sherry Jones | Parent |
| Michelle Wintters | Parent |
| Jann Allison | Community Representative |

**Winona Independent School District
District Improvement Plan
2010-2011**

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NATIONAL GOALS FOR PUBLIC EDUCATION
No Child Left Behind Act, U.S. Department of Education, 2001

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

Performance Goal 1: **Student Standards**

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

Performance Goal 2: **Standards for LEP Students**

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

Performance Goal 3: **Instructor Standards**

By 2005-2006 all students will be taught by highly qualified teachers.

Performance Goal 4: **Environmental Standards**

All students will be educated in learning environments that are and remain conducive to learning.

Performance Goal 5: **Standards for Graduation**

All students will graduate from high school.

PUBLIC EDUCATION MISSION, GOALS, AND OBJECTIVES

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals and objectives of public education are (TEC4.001, 4.002):

STATE GOALS FOR PUBLIC EDUCATION

- Performance Goal 1: English
The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- Performance Goal 2: Mathematics
The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- Performance Goal 3: Science
The students in the public education system will demonstrate exemplary performance in the understanding of science.
- Performance Goal 4: Social Studies
The students in the public education system will demonstrate exemplary performance in the understanding of science.

STATE OBJECTIVES FOR PUBLIC EDUCATION

- Objective 1: Partnering Parents with Educators
Parents will be full partners with educators in the education of their children.
- Objective 2: Student Potential
Students will be encouraged and challenged to meet their full educational potential.
- Objective 3: Dropout Prevention
Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective 4: Curriculum
A well-balanced and appropriate curriculum will be provided to all students.
- Objective 5: Citizenship
Students will be prepared to become thoughtful, active, productive citizens in a free enterprise society.
- Objective 6: School Personnel
Highly qualified and extremely effective personnel will be recruited, developed, and retained.
- Objective 7: Student Performance
The district's students will demonstrate exemplary performance in comparison to state, national, and international standards.
- Objective 8: School Environment
School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective 9: Instructional Techniques
Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques when appropriate to improve student learning.
- Objective 10: Technology
Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

THE 10 COMPONENTS OF A TITLE I SCHOOLWIDE PROGRAM

1. A **comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. **Schoolwide reform strategies** that—
 - provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
 - use effective methods and instructional strategies that are based on scientifically based research that—
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before-and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
 - Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and
 - address how the campus will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by **highly qualified teachers**.
4. High-quality, ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.
5. Strategies to attract **high-quality highly qualified teachers** to high-need schools.

6. Strategies to increase **parental involvement** in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the **transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to **include teachers in the decisions** regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with **effective, timely additional assistance**, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

WINONA INDEPENDENT SCHOOL DISTRICT

Guiding Principle

Put Student Learning First in our School District

Motto

“Striving for Excellence”

Mission

Winona ISD is committed to the belief that all children can learn, and consequently has structured its instructional programs to meet the unique social, physiological, and intellectual needs of a varied student population.

- GOAL 1:** Winona ISD will meet or exceed the state standards in all areas reported on the Texas Education Agency’s Academic Excellence Indicator System which determines the district’s accountability rating based on student performance figures in the areas of attendance, dropout rate, and the Texas Assessment of Knowledge and Skills.
- GOAL 2:** Winona ISD will collaborate and communicate with parents and the greater community.
- GOAL 3:** Winona ISD will have an innovative and comprehensive staff development that will enable WISD educators to meet or exceed the state standards in all areas reported on the Texas Education Agency’s Academic Excellence Indicator System which determines the district’s accountability rating based on student performance figures in the areas of attendance, dropout rate, and the Texas Assessment of Knowledge and Skills.
- GOAL 4:** Winona ISD will have quality and highly qualified principals, teachers, and support staff to meet the requirements of “No Child Left Behind Act”.
- GOAL 5:** Winona ISD will have campus schools and district facilities that are well-maintained, clean, safe and orderly.
- GOAL 6:** Winona ISD will have campus schools that can intervene effectively to reduce bullying, developing a safe and support school climate through our Bullying Prevention Plan.

Winona ISD 2010-2011 Needs Assessment

Reading

The students of Winona ISD are tested annually by the Texas Assessment of Knowledge and Skills (TAKS) reading test in grades 3, 4, 5, 6, 7, 8, and 9 as well as on the reading portion of the ELA tests administered in grades 10 and 11. At the high school campus, all grades scored above the exemplary standard. The district ranged about 5% higher than the state average in reading. The reading results for grades 3 and 4 needs to make dramatic improvement in all areas with every sub-group falling below the state average. There continues to be a need to close the performance gap between Winona ISD's 3rd and 4th grade African American students and those of 3rd and 4th grade African American students around the state. There continues to be a need in the district to continue to close the performance gap between Anglo (White) students and minority and economically disadvantaged students while lifting the performance of all students. The district at the elementary school needs to continue to focus efforts on intervention strategies at grades 3 and 4 so that students who take the Grade 3 and Grade 4 reading portions of the TAKS test will pass and automatically be eligible for movement to Grades 4 and 5.

Students at Winona Middle School, grades 6, 7, and 8, did exceptionally well on the 2010 reading portion of the TAKS test. Grades 7 and 8 scored well above the state average or higher in their respective grades. Grade 7 needs to place a strong emphasis on our Hispanic population. The district needs to continue to perform at the exemplary status. Also invest in a reading program for our struggling readers.

Students at Winona High School, grades 9, 10, and 11 did exceptionally well on the 2010 9th grade reading and 10th and 11th grade ELA tests. The district's 9th graders scored 100% for all students in all areas. Grades 10 and 11 scored 2% higher than the state average. The district still needs to focus on elevating the achievement performance of all 10th and 11th grade students on the reading portion of the ELA test to meet or exceed the state's performance average on these respective tests and to close the performance gap on these tests in terms of reaching exemplary status.

Writing

The students of Winona ISD are tested in writing on the TAKS test at grades 4, 7, 10, and 11. The district's achievement performance at grade 4 was 85% (which is up 5% over 2008-2009), at grade 7 at 100% (exemplary status), 92% at grade 10 on the ELA, and 95% at grade 11 on the ELA tests. WISD still needs to continue to focus on the district's writing problems to get those students required to take the TAKS writing portion of the test to meet or exceed the state's performance average and the district to reach exemplary status on such tests.

Social Studies

The state tests students for mastery of the TAKS in social studies through TAKS testing in grades 8, 10, and 11. Analysis of the performance of WISD students on the Grade 8 social studies TAKS shows that we scored 90% while the state scored 95%. The overall performance level for our 11th grade students was 100%. *We are beginning to see the performance gap between Anglo students and African American students improve greatly by the African-American sub-group. It is a major goal of the district to close this gap on all social studies TAKS while lifting the performance of all students on the social studies TAKS test to exemplary status.*

Science

The state tests students for mastery of the TEKS in science through TAKS testing at Grades 5, 8, 10, and 11. Analysis of TAKS results over the past year shows continual decrease in 5th grade science for all student populations. All sub-groups are well below the state average of 88%.

Analysis of TAKS results for the spring of 2010 8th Grade Science results shows that overall WISD students were only 12% points over the state average. The state average for Grade 8 TAKS for the spring of 2010 was 78% of students passing compared to 86% for WISD students. This was true for all sub-groups scoring higher than the state average.

Analysis of TAKS science results over the past three years shows that WISD is continuing to make dramatic improvement. The state's average for the grade 10 Science TAKS test was 74% compared to WISD's average of 87% and in grade 11 the state's average was 91% compared to the district's average of 98%. *The disaggregated data still indicates that there remains a disparity in the achievement levels of student groups. On each campus the district must continue to identify all students significantly behind grade level in science and provide interventions necessary to ensure that these students catch up and be successful on the Exit Level TAKS Test.*

Math

The acquisition of mathematics skills is another critical component of student success. The elementary grades 3, 4, and 5 need to make gains to score at the state average or above. Our Grades 3 and 4 fell behind the state average in all sub-groups.

The middle school math scores improved greatly over the past three years. Grades 6, 7, and 8 scored well above the state average overall and in all subgroups. *The district must continue to identify all students significantly behind grade level in math and provide interventions necessary to ensure that these students catch up and be successful on all TAKS tests and the Exit Level TAKS Test.*

Analysis of TAKS Math results for grades 9, 10, and 11 revealed that the 9th grade district students performed several percentage points higher than the state's average. This held true for all of the sub-groups as well. However, analysis of TAKS results at Grade 9 indicates that a disparity continues to exist between the performance of white students and that of African-American, Hispanic, and Economically Disadvantaged students. *Students in these groups need additional support in order to close the achievement gap.*

The district is making substantial gains in most sub-groups at grades 10 and 11 on the Math TAKS test. At grade 10 our Hispanic students have consistently improved over the past three years. The state average for the Hispanic sub-group was 69% and Winona students scored 87%. The 11th grade has improved greatly in every sub-group. *There continues to be a significant disparity in achievement levels among student groups within the district and the same holds true in comparison of our performance level compared to that of the states. Closing these gaps and improving scores for all students must be a priority for the district.*

**Texas Assessment of Knowledge and Skills
Winona ISD v State for All Students
Spring 2008 to Spring 2010
Grade 3 Reading**

| | February 2008 State/Winona Primary Administration | February 2009 State/Winona Primary Administration | 2010 State/Winona |
|---------------------------|--|--|------------------------------|
| All Students | 89%/99% | 89%/93% | 92%/81% |
| African-Americans | 82%/100% | 82%/92% | 86%/65% |
| Hispanic | 85%/100% | 85%/92% | 90%/77% |
| White | 96%/98% | 96%/91% | 96%/89% |
| Eco. Disadvantaged | 84%/100% | 84%/90% | 90%/74% |

Grade 3 Mathematics

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 85%/82% | 85%/67% | 86%/77% |
| African-Americans | 73%/82% | 73%/46% | 76%/65% |
| Hispanic | 82%/86% | 82%/81% | 83%/62% |
| White | 91%/80% | 91%/75% | 92%/87% |
| Eco. Disadvantaged | 79%/79% | 79%/89% | 81%/70% |

Texas Assessment of Knowledge and Skills

**Winona ISD v State for All Students
Spring 2008 to Spring 2010**

Grade 4 Reading

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 85%/79% | 84%/76% | 86%/76% |
| African-Americans | 76%/73% | 76%/57% | 79%/62% |
| Hispanic | 80%/67% | 80%/69% | 82%/68% |
| White | 93%/83% | 93%/85% | 93%/87% |
| Eco. Disadvantaged | 78%/79% | 78%/78% | 80%/72% |

Grade 4 Mathematics

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 86%/73% | 86%/69% | 88%/72% |
| African-Americans | 76%/64% | 76%/43% | 79%/54% |
| Hispanic | 84%/92% | 84%/69% | 87%/72% |
| White | 93%/71% | 93%/73% | 93%/80% |
| Eco. Disadvantaged | 81%/70% | 81%/72% | 84%/78% |

Grade 4 Writing

| | February 2008 State/Winona | February 2009 State/Winona | Spring 2010 State/Winona |
|---------------------------|---------------------------------------|---------------------------------------|-------------------------------------|
| All Students | 91%/74% | 91%/80% | 92%/85% |
| African-Americans | 86%/50% | 90%/86% | 88%/85% |
| Hispanic | 90%/89% | 92%/81% | 91%/81% |
| White | 93%/79% | 95%/75% | 94%/87% |
| Eco. Disadvantaged | 88%/72% | 91%/89% | 89%/84% |

**Texas Assessment of Knowledge and Skills
Winona ISD v State for All Students**

Spring 2008 to Spring 2010

Grade 5 Reading

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 85%/86% | 83%/85% | 85%/84% |
| African-Americans | 79%/76% | 79%/91% | 80%/67% |
| Hispanic | 80%/75% | 80%/77% | 80%/80% |
| White | 94%/92% | 94%/86% | 93%/93% |
| Eco. Disadvantaged | 78%/81% | 78%/84% | 79%/80% |

Grade 5 Mathematics

| | April 2007 State/Winona | April 2009 State/Winona | 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------|
| All Students | 86%/73% | 90%/86% | 86%/88% |
| African-Americans | 76%/64% | 76%/90% | 76%/64% |
| Hispanic | 82%/92% | 82%/100% | 83%/93% |
| White | 93%/71% | 93%/80% | 92%/94% |
| Eco. Disadvantaged | 80%/70% | 80%/94% | 81%/86% |

Grade 5 Science

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 81%/72% | 84%/81% | 88%/69% |
| African-Americans | 69%/59% | 69%/80% | 80%/64% |
| Hispanic | 76%/55% | 76%/71% | 84%/56% |
| White | 91%/81% | 91%/86% | 95%/78% |
| Eco. Disadvantaged | 74%/65% | 74%/78% | 83%/60% |

**Texas Assessment of Knowledge and Skills
Winona ISD v State for All Students
Spring 2008 to Spring 2010**

Grade 6 Reading

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 93%/83% | 91%/97% | 86%/88% |
| African-Americans | 91%/88% | 91%/93% | 82%/82% |
| Hispanic | 91%/72% | 91%/90% | 81%/87% |
| White | 97%/88% | 97%/100% | 92%/90% |
| Eco. Disadvantaged | 90%/80% | 90%/90% | 80%/83% |

Grade 6 Mathematics

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 83%/64% | 80%/97% | 82%/93% |
| African-Americans | 72%/69% | 72%/93% | 72%/80% |
| Hispanic | 79%/50% | 79%/90% | 79%/100% |
| White | 91%/70% | 91%/97% | 90%/94% |
| Eco. Disadvantaged | 77%/62% | 77%/93% | 76%/92% |

**Texas Assessment of Knowledge and Skills
Winona ISD v State for All Students
Spring 2008 to Spring 2010**

Grade 7 Reading

| | Spring 2008 State/Winona | Spring 2009 State/Winona | Spring 2010 State/Winona |
|--------------------|-----------------------------|-----------------------------|-----------------------------|
| All Students | 88%/91% | 84%/95% | 86%/92% |
| African-Americans | 83%/73% | 83%/100% | 82%/93% |
| Hispanic | 83%/100% | 83%/90% | 81%/80% |
| White | 95%/95% | 95%/94% | 93%/96% |
| Eco. Disadvantaged | 82%/86% | 82%/95% | 80%/84% |

Grade 7 Mathematics

| | Spring 2008 State/Winona | Spring 2009 State/Winona | Spring 2010 State/Winona |
|--------------------|-----------------------------|-----------------------------|-----------------------------|
| All Students | 80%/77% | 79%/90% | 81%/94% |
| African-Americans | 68%/67% | 68%/80% | 69%/100% |
| Hispanic | 74%/89% | 74%/91% | 77%/83% |
| White | 90%/79% | 90%/94% | 89%/96% |
| Eco. Disadvantaged | 72%/68% | 72%/87% | 75%/92% |

Grade 7 Writing

| | Spring 2008 State/Winona | Spring 2009 State/Winona | Spring 2010 State/Winona |
|--------------------|-----------------------------|-----------------------------|-----------------------------|
| All Students | 93%/96% | 93%/97% | 95%/100% |
| African-Americans | 91%/93% | 91%/100% | 93%/100% |
| Hispanic | 90%/100% | 90%/100% | 93%/100% |
| White | 96%/96% | 96%/94% | 97%/100% |
| Eco. Disadvantaged | 90%/95% | 90%/98% | 92%/100% |

**Texas Assessment of Knowledge and Skills
Winona ISD v State for All Students**

Spring 2008 to Spring 2010

Grade 8 Reading

| | April 2008 State/Winona | April 2009 State/Winona | 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------|
| All Students | 95%/99% | 93%/100% | 91%/98% |
| African-Americans | 92%/80% | 92%/100% | 87%/100% |
| Hispanic | 92%/78% | 92%/100% | 87%/100% |
| White | 98%/96% | 98%/100% | 96%/97% |
| Eco. Disadvantaged | 91%/88% | 91%/100% | 86%/100% |

Grade 8 Mathematics

| | Spring 2008 State/Winona | Spring 2009 State/Winona | Spring 2010 State/Winona |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 79%/88% | 84%/90% | 80%/83% |
| African-Americans | 66%/89% | 66%/57% | 68%/89% |
| Hispanic | 73%/78% | 73%/80% | 76%/77% |
| White | 89%/91% | 89%/98% | 88%/94% |
| Eco. Disadvantaged | 71%/88% | 71%/88% | 73%/92% |

Grade 8 Social Studies

| | Spring 2008 State/Winona | Spring 2009 State/Winona | Spring 2010 State/Winona |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 90%/93% | 92%/96% | 95%/95% |
| African-Americans | 86%/89% | 86%/92% | 93%/100% |
| Hispanic | 87%/89% | 87%/100% | 93%/85% |
| White | 95%/96% | 95%/94% | 98%/97% |
| Eco. Disadvantaged | 85%/91% | 85%/95% | 93%/98% |

Grade 8 Science

| | Spring 2008 State/Winona | Spring 2009 State/Winona | Spring 2010 State/Winona |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 68%/77% | 72%/85% | 78%/86% |
| African-Americans | 54%/56% | 54%/55% | 66%/67% |
| Hispanic | 59%/78% | 59%/71% | 71%/85% |
| White | 83%/83% | 83%/91% | 89%/97% |
| Eco. Disadvantaged | 57%/76% | 57%/82% | 69%/88% |

**Texas Assessment of Knowledge and Skills
Winona ISD v State for All Students
Spring 2008 to Spring 2010**

Grade 9 Reading

| | February 2008 State/Winona | February 2009 State/Winona | Spring 2010 State/Winona |
|---------------------------|---------------------------------------|---------------------------------------|-------------------------------------|
| All Students | 87%/86% | 87%/98% | 92%/100% |
| African-Americans | 82%/78% | 82%/88% | 88%/100% |
| Hispanic | 82%/80% | 82%/100% | 89%/100% |
| White | 96%/90% | 96%/98% | 97%/100% |
| Eco. Disadvantaged | 80%/88% | 81%/97% | 88%/100% |

Grade 9 Mathematics

| | April 2008 State/Winona | April 2009 State/Winona | Spring 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|-------------------------------------|
| All Students | 64%/70% | 67%/88% | 70%/88% |
| African-Americans | 47%/56% | 47%/67% | 56%/63% |
| Hispanic | 54%/60% | 54%/100% | 65%/86% |
| White | 80%/79% | 80%/88% | 82%/93% |
| Eco. Disadvantaged | 51%/62% | 51%/90% | 62%/82% |

**Texas Assessment of Knowledge and Skills
Winona ISD v State for All Students
Spring 2008 to Spring 2010**

Grade 10 English Language Arts

| | February 2008 State/Winona | February 2009 State/Winona | February 2010 State/Winona |
|---------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| All Students | 86%/91% | 88%/95% | 90%/92% |
| African-Americans | 81%/94% | 81%/94% | 86%/100% |
| Hispanic | 83%/100% | 83%/90% | 88%/89% |
| White | 92%/87% | 92%/95% | 94%/91% |
| Eco. Disadvantaged | 80%/94% | 80%/93% | 86%/90% |

Grade 10 Mathematics

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 63%/59% | 65%/73% | 74%/87% |
| African-Americans | 46%/38% | 46%/63% | 61%/100% |
| Hispanic | 54%/80% | 54%/70% | 69%/89% |
| White | 92%/62% | 92%/68% | 84%/83% |
| Eco. Disadvantaged | 51%/51% | 51%/61% | 66%/90% |

Grade 10 Social Studies

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 88%/89% | 90%/98% | 93%/90% |
| African-Americans | 81%/88% | 81%/88% | 88%/88% |
| Hispanic | 84%/100% | 84%/100% | 91%/89% |
| White | 94%/86% | 94%/98% | 96%/91% |
| Eco. Disadvantaged | 51%/91% | 51%/96% | 90%/88% |

Grade 10 Science

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 64%/61% | 66%/74% | 74%/87% |
| African-Americans | 47%/44% | 47%/56% | 62%/88% |
| Hispanic | 53%/70% | 53%/80% | 66%/89% |
| White | 81%/67% | 81%/78% | 87%/86% |
| Eco. Disadvantaged | 50%/59% | 50%/71% | 64%/84% |

**Texas Assessment of Knowledge and Skills
Winona ISD v State for All Students
Spring 2008 to Spring 2010**

Grade 11 English Language Arts

| | February 2008 State/Winona | February 2009 State/Winona | 2010 State/Winona |
|---------------------------|---------------------------------------|---------------------------------------|------------------------------|
| All Students | 90%/88% | 92%/98% | 93%/95% |
| African-Americans | 87%/93% | 87%/100% | 91%/88% |
| Hispanic | 86%/83% | 86%/100% | 90%/100% |
| White | 96%/87% | 96%/92% | 97%/97% |
| Eco. Disadvantaged | 84%/87% | 84%/100% | 89%/97% |

Grade 11 Mathematics

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 79%/75% | 81%/91% | 89%/98% |
| African-Americans | 65%/50% | 65%/86% | 81%/100% |
| Hispanic | 72%/86% | 72%/100% | 85%/100% |
| White | 88%/81% | 88%/92% | 94%/97% |
| Eco. Disadvantaged | 69%/70% | 69%/93% | 84%/97% |

Grade 11 Social Studies

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 95%/93% | 97%/98% | 98%/100% |
| African-Americans | 65%/73% | 65%/100% | 97%/100% |
| Hispanic | 72%/100% | 72%/100% | 97%/100% |
| White | 88%/97% | 88%/96% | 99%/100% |
| Eco. Disadvantaged | 69%/91% | 69%/100% | 96%/100% |

Grade 11 Science

| | April 2008 State/Winona | April 2009 State/Winona | April 2010 State/Winona |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 80%/75% | 85%/87% | 91%/98% |
| African-Americans | 67%/58% | 67%/79% | 86%/94% |
| Hispanic | 72%/86% | 72%/89% | 87%/100% |
| White | 91%/79% | 91%/92% | 97%/100% |
| Eco. Disadvantaged | 69%/74% | 69%/81% | 86%/97% |

Five Year Long-Range Matrix for Student Achievement

Annual Performance Objectives: Academic Excellence Indicator System

Following are tables indicating actual student performance results for 2007-2008, 2008-2009, and 2009-2010, as well as targets for improvement for 2010-2011 and 2011-2012, based on the improvement increment needed to meet the criteria for Exemplary status by the school year 2011-2012. As indicated in the Needs Assessment section, in most areas student performance has been steadily improving for all student groups, based on AEIS measures. The district is striving to increase the commended performance in all populations on all TAKS tests. However, significant disparity persists between the performance of Anglo students and that of minority and economically disadvantaged students. **Closing this gap, as measured by TAKS and other AEIS measures, is a major goal of the district.**

PERFORMANCE OBJECTIVES FOR READING

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------|--------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------------|
| TAKS READING | Target/Actual % Passing | Target/Actual % Passing | Target/ Actual % Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| All Students | (T) 90 (A) 88.1 | (T) 90 (A) 92% | >90% (A) 90% | >95% 2.5% ? | >95% 2.5% ? |
| African-Americans | (T) 90 (A) 83.8 | (T) 90 (A) 88.7 | >90% (A) 81% | >95% 7.0% ? | >95% 7.0% ? |
| Hispanic | (T) 90 (A) 83.9 | (T) 90 (A) 88.2 | >90% (A) 85% | >95% 5.0% ? | >95% 5.0% ? |
| White | (T) 90 (A) 91 | (T) 90 (A) 93.4 | >90% (A) 93% | >95% 1.0 % ? | >95% 1.0 % ? |
| Eco. Disadvantaged | (T) 90 (A) 87 | (T) 90 (A) 90.5 | >90% (A) 85% | >95% 5.0% ? | >95% 5.0% ? |

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------|--------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------------|
| READING | Target/Actual % Passing | Target/Actual % Passing | Target/ Actual % Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| Gr. 3 | (T) 90% (A) 99% | (T) >90.0% (A) 93% | (T) >90.0% (A) 81% | (T) >95.0% (IN) 7.0 (A) ? | (T) >95.0% (IN) 7.0 (A) ? |
| Gr. 4 | (T) 81% (A) 79% | (T) >81.0% (A) 76% | (T) >81.0% (A) 76% | (T) >85.0% (IN) 4.5 (A) ? | (T) >85.0% (IN) 4.5 (A) ? |
| Gr. 5 | (T) 87% (A) 86% | (T) >87.0% (A) 85% | (T) >87.0% (A) 84% | (T) >90.0% (IN) 3.0 (A) ? | (T) >90.0% (IN) 3.0 (A) ? |
| Gr. 6 | (T) 90% (A) 83% | (T) >90.0% (A) 97% | (T) >90.0% (A) 88% | (T) >95.0% (IN) 3.5 (A) ? | (T) >95.0% (IN) 3.5 (A) ? |
| Gr. 7 | (T) 86% (A) 91% | (T) >86.0% (A) 95% | (T) >86.0% (A) 92% | (T) >95.0% (IN) 1.5 (A) ? | (T) >95.0% (IN) 1.5 (A) ? |
| Gr. 8 | (T) 90% (A) 90% | (T) > 90.0% (A) 100% | (T) > 90.0% (A) 98% | (T) >95.0% (IN) 0 (A) ? | (T) >95.0% (IN) 0 (A) ? |
| Gr. 9 | (T) 90% (A) 86% | (T) > 90.0% (A) 98% | (T) > 90.0% (A) 100% | (T) >95.0% (IN) 0 (A) ? | (T) >95.0% (IN) 0 (A) ? |

Performance Objectives for Mathematics

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------|-------------------------|-------------------------|------------------------|----------------------------|----------------------------|
| TAKS MATHEMATICS | Target/Actual % Passing | Target/Actual % Passing | Target/ Actual Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| All Students | (T) 85.8% (A) 75.1% | (T) 85.8% (A) 83.4% | (T) 85.8% (A) 87% | (T) >85.0% (IN) 1.5% (A) ? | (T) >90.0% (IN) 1.5% (A) ? |
| African-Americans | (T) 81.9% (A) 67% | (T) 81.9% (A) 69.4% | (T) 81.9% (A) 79% | (T) >85.0% (IN) 6.0% (A) ? | (T) >90.0% (IN) 5% (A) ? |
| Hispanic | (T) 85.5% (A) 78.2% | (T) 85.5% (A) 86% | (T) 85.5% (A) 85% | (T) >85.0% (IN) 2.5% (A) ? | (T) >90.0% (IN) 2.5% (A) ? |
| White | (T) 80.6% (A) 78.1% | (T) 80.6% (A) 85.4% | (T) 80.6% (A) 91% | (T) >85.0% (IN) 0% (A) ? | (T) >90.0% (IN) 0% (A) ? |
| Eco. Disadvantaged | (T) 79.7% (A) 69.7% | (T) 79.7% (A) 83.3% | (T) 79.7% (A) 86% | (T) >85.0% (IN) 2.0% (A) | (T) >90.0% (IN) 2.0% (A) |

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--------------------|-------------------------|-------------------------|------------------------|---------------------------|----------------------------|
| MATHEMATICS | Target/Actual % Passing | Target/Actual % Passing | Target/ Actual Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| Gr. 3 | (T) 85% (A) 82% | (T) 85% (A) 67% | (T) 85% (A) 77% | (T) > 85% (IN) 8.0% (A)? | (T) > 90.0% (IN) 5.0% (A)? |
| Gr. 4 | (T) 85% (A) 73% | (T) 85% (A) 69% | (T) 85% (A) 72% | (T) > 85% (IN) 13.0% (A)? | (T) > 90.0% (IN) 5.0% (A)? |
| Gr. 5 | (T) 85% (A) 88% | (T) 85% (A) 86% | (T) 85% (A) 88% | (T) > 85% (IN) 0% (A)? | (T) > 90.0% (IN) 5.0% (A)? |
| Gr. 6 | (T) 85% (A) 64% | (T) 85% (A) 97% | (T) 90% (A) 93% | (T) > 90% (IN) 0% (A)? | (T) > 90.0% (IN) 5.0% (A)? |
| Gr. 7 | (T) 85% (A) 77% | (T) 85% (A) 90% | (T) 90% (A) 94% | (T) > 90% (IN) 0% (A)? | (T) > 90.0% (IN) 1.0% (A)? |
| Gr. 8 | (T) 85% (A) 88% | (T) 85% (A) 90% | (T) 90% (A) 83% | (T) >90% (IN) 7.0% (A)? | (T) > 90.0% (IN) 5.0% (A)? |
| Gr. 9 | (T) 85% (A) 70% | (T) 85% (A) 88% | (T) 90% (A) 88% | (T) > 90% (IN) 2.0% (A)? | (T) > 90.0% (IN) 5.0% (A)? |
| Gr. 10 | (T) 85% (A) 59% | (T) 85% (A) 73% | (T) 85% (A) 87% | (T) > 85% (IN) 0% (A)? | (T) > 90.0% (IN) 5.0% (A)? |
| Gr. 11 | (T) 85% (A) 75% | (T) 85% (A) 91% | (T) 85% (A) 98% | (T) > 85% (IN) 0% (A)? | (T) > 90.0% (IN) 0% (A)? |

Performance Objectives for Social Studies

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------------------|-------------------------|-------------------------|------------------------|-----------------------------|-----------------------------|
| TAKS SOCIAL STUDIES | Target/Actual % Passing | Target/Actual % Passing | Target/ Actual Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| All Students | (T) 90% (A) 91.6% | (T) 90.0% (A) 97% | (T) 95.0% (A) 95% | (T) >95.0% (IN) 0% (A)? | (T) >98.0% (IN) 3.0% (A)? |
| African-Americans | (T) 86% (A) 83.3% | (T) 86.0% (A) 93% | (T) 95.0% (A) 96% | (T) > 95.0% (IN) 0% (A) ? | (T) > 98.0% (IN) 3.0% (A) ? |
| Hispanic | (T) 90% (A) 96% | (T) >90.0% (A) 100% | (T) >95.0% (A) 91% | (T) > 95.0% (IN) 4.0% (A) ? | (T) > 98.0% (IN) 3.0% (A) ? |
| White | (T) 90% (A) 93% | (T) > 90.0% (A) 96% | (T) > 95.0% (A) 96% | (T) > 95.0% (IN) 0% (A) ? | (T) > 98.0% (IN) 3.0% (A) ? |
| Eco. Disadvantaged | (T) 90% (A) 91% | (T) > 90.0% (A) 97% | (T) > 95.0% (A) 95% | (T) > 95.0% (IN) 0% (A) ? | (T) > 98.0% (IN) 3.0% (A) ? |

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|-----------------------|-------------------------|-------------------------|------------------------|-----------------------------|-----------------------------|
| SOCIAL STUDIES | Target/Actual % Passing | Target/Actual % Passing | Target /Actual Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| Gr. 8 | (T) 90% (A) 93% | (T) > 90.0% (A) 96% | (T) > 95.0% (A) 95% | (T) > 95.0% (IN) 0% (A) ? | (T) > 98.0% (IN) 3.0% (A) ? |
| Gr. 10 | (T) 90% (A) 89% | (T) > 90.0% (A) 98% | (T) > 95.0% (A) 90% | (T) > 95.0% (IN) 5.0% (A) ? | (T) > 98.0% (IN) 3.0 (A) ? |
| Gr. 11 | (T) 90% (A) 93% | (T) > 90.0% (A) 98% | (T) > 95.0% (A) 100% | (T) > 95.0% (IN) 0% (A) ? | (T) > 98.0% (IN) 3.0 (A) ? |

Performance Objectives for Science

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------|--------------------------------|--------------------------------|-------------------------------|----------------------------------|----------------------------------|
| TAKS SCIENCE | Target/Actual % Passing | Target/Actual % Passing | Target/ Actual Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| All Students | (T) 85% (A) 71.2% | (T) 85% (A) 81.8% | (T) 85% (A) 85% | (T) > 85% (IN) 0% (A) ? | (T) > 85% (IN) 0% (A) ? |
| African-Americans | (T) 85% (A) 54.2% | (T) 85% (A) 67.5% | (T) 85% (A) 78% | (T) > 85% (IN) 7.0% (A) ? | (T) > 85% (IN) 0% (A) ? |
| Hispanic | (T) 85% (A) 72.2% | (T) 85% (A) 77.8% | (T) 85% (A) 83% | (T) > 85% (IN) 2.0% (A)? | (T) > 85% (IN) 0% (A)? |
| White | (T) 85% (A) 77.5% | (T) 85% (A) 87% | (T) 85% (A) 91% | (T) > 85% (IN) 0% (A) ? | (T) > 85% (IN) 0% (A) ? |
| Eco. Disadvantaged | (T) 85% (A) 68.5% | (T) 85% (A) 78% | (T) 85% (A) 83% | (T) > 85% (IN) 2.0%(A)? | (T) > 85% (IN) 0%(A)? |

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------|--------------------------------|--------------------------------|-------------------------------|----------------------------------|----------------------------------|
| SCIENCE | Target/Actual % Passing | Target/Actual % Passing | Target /Actual Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| Gr. 5 | (T) 85% (A) 72% | (T) 85% (A) 81% | (T) 85% (A) 69% | (T) >85% (IN) 16.0% (A) ? | (T) >85% (IN) 0% (A) ? |
| Gr. 8 | (T) 85% (A) 77% | (T) 85% (A) 85% | (T) 85% (A) 86% | (T) > 85% (IN) 0% (A)? | (T) > 85% (IN) 0% (A)? |
| Gr. 10 | (T) 85% (A) 61% | (T) 85% (A) 74% | (T) 85% (A) 87% | (T) >85% (IN) 0%(A)? | (T) >85% (IN) 0%(A)? |
| Gr. 11 | (T) 85% (A) 75% | (T) 85% (A) 87% | (T) 85% (A) 98% | (T) > 85% (IN) 0% (A)? | (T) > 85% (IN) 0% (A)? |

Performance Objectives for Writing

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------|--------------------------------|--------------------------------|-------------------------------|----------------------------------|----------------------------------|
| TAKS WRITING | Target/Actual % Passing | Target/Actual % Passing | Target /Actual Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| All Students | (T) 90.0% (A) 93.5% | (T) 90.0% (A) 88.5% | (T) 95% (A) 93% | (T) >98.0% (IN)5.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |
| African-Americans | (T) 90.0% (A) 96.5% | (T) 90.0% (A) 93% | (T) 95% (A) 93% | (T) >98.0% (IN) 4.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |
| Hispanic | (T) 90.0% (A) 100% | (T) 90.0% (A) 90.5% | (T) 95% (A) 91% | (T) > 98.0% (IN) 7.0% (A) ? | (T) > 98.0% (IN) 0% (A) ? |
| White | (T) 90.0% (A) 90% | (T) 90.0% (A) 84.5% | (T) 95% (A) 94% | (T) >98.0% (IN) 4.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |
| Eco. Disadvantaged | (T) 90.0% (A) 94.5% | (T) 90.0% (A) 93.5% | (T) 95% (A) 92% | (T) >98.0% (IN) 6.0% (A)? | (T) >98.0% (IN) 0% (A)? |

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------|--------------------------------|--------------------------------|-------------------------------|----------------------------------|----------------------------------|
| TAKS WRITING | Target/Actual % Passing | Target/Actual % Passing | Target /Actual Passing | Target/Inc. Needed/Actual | Target/Inc. Needed/Actual |
| Gr. 4 | (T) 90.0% (A)91% | (T) 90.0% (A) 80% | (T) 95.0% (A) 85% | (T) 98.0% (IN) 13.0% (A) ? | (T) 98.0% (IN) 0% (A) ? |
| Gr. 7 | (T) 90.0% (A) 96% | (T) 90.0% (A) 97% | (T) 95.0% (A) 100% | (T) 98.0% (IN) 0% (A) ? | (T) 98.0% (IN) 0% (A) ? |

Performance Objectives for English Language Arts

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------|-------------------------------|--------------------------------|-------------------------------|---------------------------------|---------------------------------|
| TAKS/ELA | Target/Actual% Passing | Target/Actual % Passing | Target/ Actual Passing | Target/Inc.Needed/Actual | Target/Inc.Needed/Actual |
| All Students | (T) 90% (A) 90% | (T) 90.0% (A) 96.5% | (T) 95.0% (A) 94% | (T) >98.0% (IN) 4.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |
| African-Americans | (T) 90% (A) 93.4% | (T) 90.0% (A) 97% | (T) 95% (A) 94% | (T) >98.0% (IN) 4.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |
| Hispanic | (T) 90% (A) 91.5% | (T) 90.0% (A) 95% | (T) 95% (A) 95% | (T) >98.0% (IN) 3.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |
| White | (T) 90% (A) 91.5% | (T) 90.0% (A) 93.5% | (T) 95% (A) 94% | (T) >98.0% (IN) 4.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |
| Eco. Disadvantaged | (T) 90% (A) 87% | (T) 90.0% (A) 96.5% | (T) 95% (A) 94% | (T) >98.0% (IN) 4.0% (A) ? | (T) >98.0% (IN) 1.5% (A) ? |

Performance Objectives for English Language Arts

| SCHOOL YEAR | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|-------------------|--------------------------------|--------------------------------|-------------------------------|---------------------------------|---------------------------------|
| TAKS/ELA | Target/Actual % Passing | Target/Actual % Passing | Target /Actual Passing | Target/Inc.Needed/Actual | Target/Inc.Needed/Actual |
| Gr. 10 ELA | (T)90% (A) 91% | (T) 90.0% (A) 95% | (T) 95.0% (A) 92% | (T) >98.0% (IN) 6.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |
| Gr. 11 ELA | (T) 90% (A) 88% | (T) 90.0% (A) 98% | (T) 95.0% (A) 95% | (T) >98.0% (IN) 3.0% (A) ? | (T) >98.0% (IN) 0% (A) ? |

Key Strategies and District Initiatives

In order to address the needs identified in the Needs Assessment Section, district staff will implement the following action plans and Key Strategies for improvement:

District Goal One: Student Achievement (Curriculum & Instruction)

- Provide an innovative curriculum aligned with the comprehensive assessment of individual student's needs and provide an interactive instructional program.
- Provide coordinated support for "At-Risk" students and special population students to be successful on the state mandated tests.
- Ensure consistent, quality delivery of district initiatives for the curricula in math, language arts, science, and social studies.

District Goal Two: Parent & Community Involvement (Communication)

- Initiate efforts to communicate more effectively with students, parents, and the community in an effort to develop a learner-centered community
- Expand the ability and variety of channels to communicate information in a timely manner and connect schools, parents/families/businesses/and the community in more effective ways.
- Increase opportunities to engage parents, families, and the community as partners in schools to promote academic success for all students.

District Goal Three: Staff Development

- Provide innovative and comprehensive staff development that will enable WISD educators to accomplish the district's goals and objectives.
- Provide staff development that will provide direction, training, and support for infusing instructional delivery and programs with academic rigor, based on the integration of a TEKS (Texas Essential Knowledge and Skills) focus.

District Goal Four: Human Resources (Personnel, Recruitment and Retention)

- Continue to attempt to attract, hire, and retain quality and highly qualified principals, teachers, and paraprofessionals.
- Hold staff at all schools accountable for meeting targeted student learning outcomes.

District Goal Five: Safe & Orderly Environment (Safety)

- **Continue to have campus schools and district facilities that will be attractive, well-maintained, clean, safe, and orderly environments—providing environments conducive to teaching and learning**
- **Reduce incident rates as documented through discipline referrals, accident, and police reports**
- **Have campus buildings that are prepared for immediate response to crisis situations.**

District Goal Six: Bullying Prevention Plan

- **Continue to review the district policies and procedures in order to find out if adequate measures are in place for dealing with perpetrators of bullying and supporting victims**
- **Implement intervention strategies to stop bullying as soon as it is seen or reported**
- **Continue to monitor the behavior of the bully and the safety of the victim**
- **Involve parents and students in providing peer support with the goal being to develop a child's peer support network, social and other skills and confidence.**

| | | |
|-------------------------------------|--|---------------------------------|
| YEAR 2010-2011 | WINONA INDEPENDENT SCHOOL DISTRICT | COUNTY DISTRICT # 212910 |
| DISTRICT GOAL #1: | Winona Independent School District will meet or exceed the state standards in all areas reported on the Texas Education Agency's Academic Excellence Indicator System which determines the district's accountability rating based on student performance figures in the areas of attendance, dropout rate, and the Texas Assessment of Knowledge and Skills. | |
| CURRICULUM & INSTRUCTION | | |
| DISTRICT OBJECTIVE #1: | Continue the development of an innovative curriculum aligned with the comprehensive assessment of individual student's needs and provide an interactive instructional program. | |
| PERFORMANCE OBJECTIVE #1: | 1. The district will perform at 80% or greater in all subject areas on the TAKS test in academic year 2010-2011 and be on target to perform at 85% or greater in all subject areas on the TAKS test in academic year 2011-2012. | |

Winona Independent School District is a School wide Title I District and will combine federal funds with State Compensatory and local funds to ensure that all students identified as "At Risk" will receive accelerated instruction that has been scientifically research based and found to be successful.

ACTION PLAN FOR GOAL #1, OBJECTIVE #1, PERFORMANCE OBJECTIVE #1

| Activities | Responsible Person(s) | Timeline | Resources | Cost | Formative Evaluation | Summative Evaluation |
|--|---|---|--|--|--|--|
| 1. Continue to disaggregate TAKS data and provide training to identify difficulties. | Curriculum Director & Campus Principals | August 2010 March 2011 May 2011 | Region VII Support Staff & TAKS Results | \$5,000.00 ESC DMAC Fee drawn from Title II Funds | Targeted Classroom Instruction | Domain VII of PDAS & TAKS Scores meeting or exceeding performance targets. |
| 2. Continue alignment meetings K-3 to disaggregate TPRI Data. | Principals/Teachers & Testing Coordinator | 8/24/09 and monthly from that point forward | TPRI Results & TPRI Scoring & Reporting Software | Time & Effort Cost =0. TPRI Software cost of \$500.00 if necessary drawn from ESC DMAC Fee Contract , Title II Funds or Reading Grant. | Targeted Classroom Instruction and Observation | 95% of all K-3 students reading on grade level by May, 2011. |

| Activities | Responsible Person(s) | Timeline | Resources | Cost | Formative Evaluation | Summative Evaluation |
|--|--|--|--|--|---|---|
| 3. Continue to send all applicable teachers to TAKS writing workshops. | Campus Principals, Applicable Classroom Teachers, Curriculum Director. | 8/2010 and 5/2011 | Region VII ESC Staff and Professional Consultants. | \$3,000.00 Title I Part A Funds and \$4,000.00 Title II Part A | Teacher and principal review of writing samples at the end of each six weeks and benchmarking periods reflecting improvement. | Writing performance on the 2011 TAKS Test will meet or exceed the state average on same applicable tests. |
| 4. Continue to correlate TEKS/TAKS | Campus principals, teachers, and curriculum | August 2010 and then on-going monthly. | Subject and grade level TEKS as well as | \$) Free from TEA | Teacher documentation of TEKS through | All students and all student sub-groups will |

| | | | | | | |
|---|---|--|--|--|---|---|
| Objectives K-12 during vertical team meetings and workshops. | director. | | TEKS/TAKS Practice Information Booklets. | | submitted lesson plans. | meet or exceed all targeted performance goals on the 2011 TAKS tests. |
| 5. Staff development for all teachers on the use of the DMAC Solutions software program. | Curriculum director | August 24, 2010 | Region VII Professional Support Staff | Proportional Cost of DMAC Fee charged by Region VII Contracted Services drawn from Title I Part A and Title II Funds. | Teacher documented use of DMAC software program to target instruction on identified student weaknesses. | Domain VII of PDAS as well as all students and all student sub-groups meeting or exceeding all targeted performance goals on the 2011 TAKS test. |
| 6. Continue purchasing and utilizing TAKS computer software programs for basic skill development in all core subjects. | Curriculum Director, Campus Principals, Technology Director. | September 2010 | TAKS Software Vendors | \$10,000.00 drawn from Title Funds. | Observations and walkthroughs conducted by campus principals will reveal implementation of computer based instructional tools by students and teachers. | All students (inclusive of all sub-groups) meeting or exceeding all targeted performance goals on the 2011 TAKS tests. |
| 7. Continue to identify targeted TEKS objectives for AA, ESL, At-Risk, and Eco.-Dis. Groups to be addressed in all grade levels in all subject areas. | Campus principals, counselor, teachers, and curriculum director. | August 2010 and then once each month. | 2010 TAKS Results, DMAC item analysis review, and benchmark tests. | Proportional Share of DMAC Fee charged by Region VII drawn from Title II funds, \$4,000.000 drawn from State Compensatory Funds. | Improved scores on both TAKS Benchmark Tests and the 2011 TAKS tests administered in grades 3-11. | All students as well as all sub-groups meeting or exceeding all targeted performance goals on benchmark tests as well as the 2011 TAKS test. |
| 8. Continue to provide extended day and extended year tutorial programs for students at risk of failing core subjects. (Scientific Researched Based). | Campus Principals | September 2010 and then on-going through June of 2011. | Core subject teachers and grade level teachers, TAKS supplemental practice materials. | Approximately \$15,000.00 drawn equally from Title I Funds, SCE funds, and local funds. 9 FTE's | Attendance logs of students attending and participating in the extended day and year programs. Six-Week and Semester Failure Reports and rates. | 10% reduction in student retention district wide and improved student performance by all students and all student sub-groups on the 2011 TAKS tests. |
| 9. Continue to provide training to all faculty members on benchmark testing on each campus. | Curriculum Director and counselor for securing benchmark materials and scheduling testing dates by campus principals. | 09/2010 – 5 th Six Weeks Reporting Period. | District for scanning support and Region IV for scope and sequence & benchmark tests. | \$5,000.00 for benchmark testing materials and scoring items. \$2,500.00 from Title I funds and \$2,500.00 from local funds. | Improved student performance on all benchmark tests. | All students and student sub-groups meeting or exceeding the targeted performance goals on the 2011 TAKS test. |
| 10. Provide staff update training in referrals, LRE, CPI, restraint, transitions, evaluations, and re-evaluations | Special Education Director, Special Education or Content Mastery Teachers, campus principals. | 8/24/2010 Staff Development and then on-going as needed. | Region VII Consultants, Outside Consultants as arranged by special education director. | \$500.00 drawn from both local and special education funds. | Improved student performance for students with special needs as evidenced on 6-weeks report cards. | Improved student performance for students in resource classrooms, mainstreamed classes, content mastery, year end assessments, and TAKS-A, TAKS-M or TAKS-Alt. tests. |

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| 11. Continue utilization of referral teams to prescribe individualized instructional needs of special education students. | Special Education Director, campus Principals, classroom teachers, campus special education or content mastery teachers, and counselor. | IEP review meetings after each six-weeks reporting period. | Region VII Special Education support staff as well as WISD's special education personnel. | \$6,000.00 cost of Region VII's Professional Development and Services Contract. | Improved student performance for students with special needs as evidenced on 6-weeks grade reports. | Improved special education report card grades, and TAKS, TAKS-A, TAKS-M and TAKS Alternative scores will increase by at least 5 percentage points. |
| 12. Continue to utilize Response to Intervention (RtI) teams to address students identified as being "At-Risk" | Campus principals, secondary counselor, curriculum director, and district staff serving on referral teams. | Beginning with the submission of the 1 st progress reports and then at three-week intervals from that point on. | Special Education Director who will provide referral team training. | \$50.00 (approximate) drawn from special education funds. | Students identified as "At-Risk" will show improvement on all assessments, behavior, attendance, and credit recovery as evidenced by 6-Weeks Grade Reports. | Improved scores on semester benchmark tests and meeting the applicable targeted scores for their population group on the 2009 TAKS, TAKS-A TAKS-M, and other TAKS-Alt. tests in all core subjects. |
| 13. Review TAKS 2010 Spring Results to plan correlation of TEKS to IEP's. | District Special Education Director, Special Education or Content Mastery Classroom Teachers, Campus Principals, and District Curriculum Director. | August 2010 and then on-going monitoring after each 3-week progress report and report cards. | Special Education Director, special education or content mastery teachers, and regular education teachers. | \$25.00 drawn from special education funds. | Improved student performance for students with special needs as evidenced on 6-weeks report cards. | Special education students will make gains of at least one year's achievement level on the TAKS, TAKS-A, TAKS-M, or TAKS-Alt. standards in all core subjects tested. |
| 14. Continue to provide dyslexia and related reading disorder services to all applicable students. | District's Dyslexia Teacher, Director of Special Education, special education or content mastery teachers, and classroom reading teachers. | Monitor after the 1 st 3-Week progress report and first report card grades and then on-going at 3-week intervals. | Dyslexia teacher and Stevenson Learning Skills Program as other reading recovery materials. | \$3,000.00 for buying software as needed drawn from both SCE and Title I funds. | Identified students will make progress each 6 weeks in reading. | Improved reading scores for all students identified as being dyslexic on all applicable assessments. |
| 15. Continue to monitor the progress of ESL students identified as LEP students. | Campus principals, campus counselors, and ESL teacher. | Monitor after the 1 st 3-week progress report and first report card grades and then on-going at 3-week intervals. | ESL classes as well as Region VII ESL support and ESL supplemental materials. | \$500.00 drawn from local funds and services provided by Region VII paid with Title III funds through SSA with Region VII. | LEP students will continue to make progress acquiring ELA skills every 6 Weeks. | LEP students will score at the intermediate or advanced levels on the spring RPTE and Observation Protocol Tests and meet or exceed the targeted performance goal for their respective sub-group of all applicable TAKS tests. |
| 16. Continue to provide reading intervention programs for applicable students in grades K-5. | Elementary Principal and Testing Coordinator along with classroom teachers K-5. | August 10 – May 11 on weekly scheduled intervals. | Title I Funds (\$20K) Reading Grant Funds and (\$15K) Stevenson Learning Skills Program. | 27K comprised of approximately FTE in part or whole. | "At-Risk" K-5 students will continue to make progress in acquiring reading skills to be on grade level by the conclusion of academic | 90% of this targeted group will score developed on end of the year TPRI tests or meet or exceed the passing average or standard on |

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| | | | | | year 09-10 and the elementary campus will score at or above the state average on all TAKS reading tests. | the applicable grade level reading TAKS tests. |
| 17. Continue career fair opportunities and job shadowing experiences for students in grades 11-12 | Secondary Counselor and other applicable CTE teachers. | Feb.2011 | Northeast Texas Colleges and Universities and Smith County Area Businesses, and the United States Armed Forces. | \$100.00 drawn from CTE Funds and local campus budgets. | Sign-in-Sheets documenting student and teacher participation. | Number of students enrolling in institutions of higher learning, vocational or technical institutes, or the military will increase. |
| 18. Continue to refine the coherent scope and sequence and academic plans for all CTE students. | Secondary Counselor, Curriculum Director, CTE teachers. | August 2010 | Tech-Prep support staff, articulation agreements for vocational courses. | \$0 Human Time & Effort. | CTE students taking courses on a career planned academic track. | Increased number of students in CTE graduating with more courses in a concentrated vocational track and with articulated college hours. |
| 19. Continue to provide character education training to students and hold assemblies on each campus | Campus principals and secondary counselor | August 2010 and January 2011 | F.A.C.T.S abstinence based sex education program, curriculum vendors for elementary character programs. | Local funds | Reduction in student discipline referrals, increased student attendance, 0% of secondary students receiving pregnancy related services, high school and middle school attendance and participation in character assembly programs. | 10% reduction in discipline referrals on each campus as well as no students being served with pregnancy related services. |
| 20. Continue to monitor the number of minority students being served with G/T services | G/T Coordinators, G/T Committee, Campus Principals. | August 2010 through May 2011. | State G/T Plan, Region VII Support Staff, Locally Allocated G/T Funds. | \$500.00 drawn from campus G/T budgets. | Increase in the number of minority students identified and served in each campus G/T program. | 5% increase in the number of minority students identified and served in advanced academic or G/T programs. |
| 21. Provide staff development to the entire district teaching staff on instructional leadership training for teachers to incorporate higher order and critical thinking strategies in all daily lessons. | Campus principals, curriculum .director. | August 2010 and January 2011 | Region VII ESC Consultants | \$1,500.00 associated with annual Region VII contract fees. | Lesson plans and walkthroughs will reveal teachers using critical thinking skills and higher order questioning strategies. | Improved TAKS, ACT/SAT and college entrance scores as a result of students receiving instruction by teachers knowledgeable in higher order and critical thinking strategies. |
| 22. Continue to advise secondary students of non-traditional ways | Campus Principal, Secondary Counselor, Curriculum Director. | August 2010 and January 2011. | Secondary course registration nights, counselor advisement | \$100.00 for supplies and refreshments drawn from local funds. | ^Increase in the number of students on the recommended and | Number of students in all sub-groups enrolled in advanced track classes |

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| to earn course credit such as Pre-AP/AP courses, dual credit enrollment classes, correspondence courses, credit by exam, and distance learning | | | sessions, and open house. | | distinguished diploma tracks as well as an increase in the number of students enrolled in advanced classes. | will increase by 5% in academic year 2010-2011. |
| 23. Evaluate the ELA curriculum in grades K-12 | Campus Principals, Curriculum Director, and all ELA teachers | August 2010 through June 2011. | Region VII and John Crain | Associated with annual Region VII contract fees. | Improved scores on both TAKS benchmark tests and the 2011 TAKS test. | ELA performance on 2011 TAKS test will meet or exceed the state average on same applicable tests. |
| 24. Provide staff development to the core teaching staff on CSCOPE | Campus Principals, Curriculum Director, and Teacher trainers | August 2010 through June 2011. | Region VII ESC Consultants | Associated with annual Region VII contract fees. | Improve vertical alignment in all the core subject areas as well as incorporating rigor, relevance, and quality. | All students and all sub-groups will meet or exceed all targeted performance goals on the 2011 TAKS test. |
| 25. Continue the use of Smart Boards in every classroom in the district, and provide training for all teachers. | Campus Principals, Technology Director and Teacher trainers | August 2010 through June 2011. | Smart Board Technologies | Local funds | Increase TAKS scores through the use of technology. | All students and all sub-groups will meet or exceed all targeted performance goals on the 2011 TAKS test. |
| 26. Provide transition classes for 11 th and 12 th grade students in Special Education | Special Education Director and Special Education teacher | August 2010 through June 2011 | Region VII ESC Consultants | Special Education funds | 11 th and 12 th grade Special Education students will continue to make progress acquiring new skills every 6 Weeks. | Number of students enrolling in institutions of higher learning, vocational or technical institutes, or the military will increase. |

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| YEAR 2010-2011 | WINONA INDEPENDENT SCHOOL DISTRICT | COUNTY DISTRICT # 212910 |
| DISTRICT GOAL # 2: Winona Independent School District will collaborate and communicate with parents and the greater Community. | | |
| COMMUNICATION | | |
| DISTRICT OBJECTIVE # 2: Communicate effectively with students, parents, and the community in an effort to develop a learner-centered community. | | |
| PERFORMANCE OBJECTIVES #1, 2, 3. | 1. Increased attendance rate at each campus 2. Decrease the dropout rate. 3. Increase parent participation. | |

| Activities | Responsible Person(s) | Timeline | Resources | Cost | Formative Evaluation | Summative Evaluation |
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| 1. Continue attendance improvement incentive programs on each campus. | Campus Principals | Sept. 2010 Oct. 2010 December 2010 Feb. 2011 April 2011 May 2011 | Technology Support Staff, Campus Attendance Clerks. | \$3,000.00 drawn from student Coke funds as well as local funds. | Six Weeks Attendance Rates. | 96.0% or higher attendance rate on each campus for each six weeks. |
| 2. Attendance requirement notices mailed to students and parents. | Campus principals, assistant principals, and secretaries. | September 2010 and then on-going as applicable. | TEA Attendance Updates, Attendance records provided by attendance clerks and PEIMS staff. | \$100.00 drawn from each campus budget for postage. | Attendance rates for each six weeks reporting periods. | Meet or exceed the targeted attendance rate for each six weeks and the year. |
| 3. Continue to notify parents immediately when their children are absent. | Campus attendance clerks and assistant principals. | Beginning August 2010 when applicable and then on-going. | TEA Attendance Accounting Handbook and Justice of the Peace Court. | \$0 Time and Effort | Survey feedback and oral comments from parents on the effectiveness and appreciation of such service. | Each campus reaching the targeted attendance goal for each six weeks and for the year. |
| 4. Send attendance notification letters to all applicable parents when their children have been absent 3,6, and 9 days respectfully. | Campus principals or their designee(s). | Beginning August 2010 and then on-going as necessary. | TEA Attendance Accounting Handbook and TEC concerning compulsory attendance. | \$50.00 for postage drawn from each campus budget. | Documentation of attendance letters being mailed and minutes of attendance committee hearing meetings. | Each campus reaching the targeted attendance goal for each six weeks and for the year. |
| 5. File truancy charges immediately when students are in violation of the compulsory attendance law. | Campus principals or their designee(s). | September 2010 through May 2011 when applicable. | TEC concerning compulsory attendance and Justice of the Peace | \$0 Time and Effort. | Documentation of truancy charges being filed with Justice of the Peace. | Increased daily attendance percentages on each campus. |
| 6. Continue to utilize Web-site to post activities, school | Technology Director, Campus Principals, and Curriculum Director. | August 2010 and then with weekly updates. | Technology center's hardware, software, and support staff. | \$0 Time and Effort | Log of number of communications sent by means of technology. | Number of hits on the district's web page and increased participation of |

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| calendar, and upcoming events. | | | | | | parents and community members at school events. |
| 7. Teacher-parent conferences after grades below 70 on either 3-week progress reports or 6-week reports. | Campus principals and all classroom teachers as applicable. | September 2010 and then on-going when applicable at 3-week intervals. | District's student management software providing progress and report card grades. | \$0 Time & Effort | Number of summaries of parent-teacher conference reports submitted to curriculum director and campus principals. | 5% reduction in the number of six-week student failures as well as improved student performance on benchmark tests. Students will also meet or exceed the targeted district standards on the 2011 TAKS test. |
| 8. Continue to conduct district, student, parent, and community meetings on TAKS, state graduation requirements, financial aid, and Texas Scholars Information | Campus principals, secondary counselors, and district curriculum director. | August 2010 and January 2011. | State of Texas Grant Program, State Graduation Plans, Personal Graduation Plans, and Financial Aid Packets. | \$50.00 drawn from local campus budgets for refreshments. | Number of students and parents who attend and participate in meetings as documented by sign-in sheets. | 5% increase in the number of parents and students participating in meetings as compared to academic year 2009-2010. |
| 9. Develop and implement a drop-out prevention program for the high school campus if the AEIS Report indicates a drop-out rate of more than 2% for any sub-group. | High School Principal | September 2010 | Region VII Consultants and Credit Recovery Program | \$3,000.00 drawn from State Compensatory Funds if needed. Possibility of 1 FTE if needed. | Comprehensive needs assessment based on AEIS drop-out indicator. | Reduction in drop-out percentage of at least 1%. |
| 10. Provide transition activities for students and parents advancing to the next educational level. | Campus principals, counselors, special education director and staff. | May 2011 | WISD counseling staff and college admission counselors | \$100.00 drawn from local campus budget for refreshments. | Number of students and their parents receiving transition services as documented by counselor intervention logs. | Improved student performance on local assessments, TAKS tests, reduced dropout rates, and 5% increase in students attending college or voc/tech institutions. |
| 11. Continue to distribute student success initiative information to parents of 5 th and 8 th grade students. | Campus principals and secondary counselor. | September 2010 | SSI Information provided by TEA. | \$0 Time & Effort Only | Copies of letters and agendas serving as documentation of notification to applicable parents about promotion requirements. | Parent surveys and comments regarding increased information to parents about SSI laws regarding student promotion. |
| 12. Continue to distribute school calendar and | Campus principals, counselors, curriculum | August 2010 | Student Handbooks, District Website, Bulletin | \$1,000.00 for printing costs. | Number of signed and returned receipts of | Parent surveys and comments representing |

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| testing schedules for TPRI, TAKS, RPTE, ITBS, TAKS-A, TAKS M, and TAKS-ALT to all Parents. | director, and technology staff. | | Board Postings. | | student handbooks. | parental awareness of all testing dates and applicable reports. |
| 13. Continue to create parental involvement opportunities for parental workshops and continuing education. | Campus principals, curriculum director, technology director, CTE teachers. | September 2010 December 2010 March 2011 May 2011 | Region VII ESC | \$500.00 drawn from Title Funds. | Number of parent participants in the program. | Improved student performance in all of the AEIS Indicators. |

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| YEAR 2010-2011 | WINONA INDEPENDENT SCHOOL DISTRICT | COUNTY DISTRICT # 212910 |
| DISTRICT GOAL #3: | Winona Independent School District will have an innovative and comprehensive staff development that will enable WISD educators to meet or exceed the state standards in all areas reported on the Texas Education Agency's Academic Excellence Indicator System which determines the district's accountability rating based on student performance figures in the areas of attendance, dropout rate, and the Texas Assessment of Knowledge and Skills. | |
| STAFF DEVELOPMENT | | |
| DISTRICT OBJECTIVE #3: | Provide innovative and comprehensive staff development that will enable WISD educators to accomplish the district's goals and objectives. | |
| PERFORMANCE OBJECTIVE #1 | 1. The district will provide staff development that will provide direction, training, and support for infusing instructional delivery and programs with academic rigor, based on the integration of a TEKS (Texas Essential Knowledge and Skills) focus. | |

| Activities | Responsible Person(s) | Timeline | Resources | Cost | Formative Evaluation | Summative Evaluation |
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| 1. Continue to provide TALA training for the middle school teachers and training for applicable elementary teachers. | Curriculum Director, Elementary Principal and Applicable Classroom Teachers. | August 2010 | Region VII ESC Reading Initiative Materials | \$0 Time and Effort. Training Materials Provided on CD-ROM | Teachers will use and implement strategies gained from the reading academy materials. | 90% of grade level students will pass the TAKS reading test at the applicable grade level. |
| 2. Continue TEX/TEAMS training for math and science teachers K-12. | Curriculum Director, Campus Principals. | August 2010-May 2011 | Region VII ESC Support Staff | \$2,000.00 drawn from Region VII Co-op Fee. | Teachers will implement TEX/TEAMS training strategies. | Improved student performance on local benchmark assessments and all students meeting or exceeding the district's targeted scores on the applicable TAKS tests. |
| 3. Continue to conduct technology proficiency surveys for all staff members. | Technology Director, Curriculum Director, Campus Principals. | September 2010 | Star Chart Technology Surveys | \$0 | Technology training schedules for teachers integrating technology into the classroom. | Increased number of district teachers rated as advanced or proficient on the STAR chart. |
| 4. Continue all of the required special education training for all district faculty and staff. | Special Education Director, Campus Principals, and Curriculum Director | August 2010 and Feb. 2011 | Region VII ESC Support Staff, WISD special education staff. | \$2,000.00 Region VII Local Assessment Fee drawn from both local and appropriate federal funds. | Certificates of completion of training documenting that staff members will use correct restraint techniques and procedures. | Reduction in the number of reported cases of staff and student injuries resulting from improper restraint of special population students. |
| 5. Continue to provide mathematics training to math teachers through the Math Academies. | Curriculum Director and campus principals. | August 2010-May 2011 | Texas SSI Math Initiative and Region VII Support Staff. | \$0 Part of the Contracted Services provided by Region VII ESC. | Math teachers utilizing SSI instructional strategies in all applicable classrooms. | Improved student performance on all local benchmark assessments and applicable students meeting or exceeding the district's targeted TAKS |

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| 6. Continue to provide opportunities for CTE teachers to meet with regular education teachers. | Campus secondary principals. | August 2010 October 2010 February 2011 April 2011 | Tech Prep Materials and 4 and 6 year plans for all secondary students. | \$0 Time & Effort | Minutes from meetings involving CTE and regular education teachers collaborating strategies and lessons for student success. | Increased student participation and performance on all local benchmark tests and TAKS tests. |
| 7. Continue to provide training for applicable CTE teachers who teach articulated courses. | Curriculum Director and high school principal. | August 2010 and April 2011. | Tech Prep Support Staff, Region VII Support Staff, and Computer Technology Teacher. | \$0 | Listing of CTE teachers offering articulated courses for all vocational courses. | Increase by 10% the number of students participating in articulated courses. |
| 8. Provide instructional leadership training to all district teachers on instructional strategies for critical thinking and higher-order thinking skills. | Curriculum Director and Campus Principals. | October 2010 | \$1,200.00 to be paid to consultants by Region VII as part of annual membership fees. | Lesson plans and walkthroughs will reveal teachers using critical thinking skills and higher order questioning strategies. | Lesson plans and walkthroughs will reveal teachers using critical thinking skills and higher order questioning strategies. | Improved TAKS, ACT/SAT and college entrance scores as a result of students receiving instruction by teachers knowledgeable in higher order and critical thinking strategies. |
| 9. Provide additional leadership training to secondary math teachers on how to integrate technology (graphing calculators) in the classroom. | Curriculum Director, technology director, secondary campus principals. | September 2010 | Region VII Support Staff. | \$5,000.00 drawn from Title II funds. | Classroom observations and walkthroughs documenting student use and understanding of graphing calculators. | Increased student proficiency in higher order thinking skills in mathematics as measured by student achievement records, results of benchmark tests, and 2011 TAKS results. |
| 10. Continue mentoring program for all new staff members which includes orientation activities. | Campus Principals. | August 2010-May 2011. | Veteran WISD classroom teachers. | \$0 Time and Effort | New staff members acclimating to WISD and the teaching profession quickly in order to meet the needs of their students. | Increase in retention rate for teachers who are new to the profession and to Winona ISD. |
| 11. Continue providing training to teachers in differentiated curriculum, depth and complexity, and higher order thinking skills. | Curriculum Director and campus principals. | August 2010-May 2011 | Region VII Support Staff. | Associated cost covered under Region VII for contracted services. | Teachers will implement strategies in daily lesson plans. | All students' performance on benchmark assessments and the 2011 TAKS will meet or exceed the state standards and the targeted performance goals for the district. |
| 12. Continue training for all staff in identification procedures for Dyslexia, G/T, 504, and special education. | Campus principals and Special Education Director | August 2010 and May 2011. | Region VII Support Staff | Region VII ESC Fee for Contracted Services for Professional Development. | WISD staff following all procedures for identifying and referring students to special programs. | All qualifying students will receive all applicable special program services. |

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| 13. Continue providing training in PEIMS attendance and special program coding. | Technology Director and PEIMS Coordinator. | June 2010 and then on scheduled intervals as set by Region VII. | State and local PEIMS attendance accounting handbooks. State training staff (Austin) | \$700.00 drawn from local budget for expenses associated with training. | Coding procedures will continue to reflect accurate AEIS and PEIMS information. | PID errors in PEIMS submissions will decline and remain beneath a number equal to 1% of total enrollment. |
| 14. Continue to provide training in conflict resolution, discipline management, learning styles, and brain based research. | Campus Principals. | August 2010-May 2011. | Region VII Support Staff. | Cost included in Contracted Services Contract district has with Region VII. | All students will receive instruction that will translate into student success. | Student performance on benchmark tests and 2011 TAKS tests will meet or exceed both state standards and district targeted standards. |
| 15. Teachers will continue to receive training in TEKS/TAKS pertaining to their specific subject fields. | Campus principals and District Curriculum Director. | August 2010 – May 2011. | Region VII Support Staff and outside consultants. | \$5,000.00 drawn from both Title I And Title II funds. | All students will receive instruction that will enhance student success. | Student performance on benchmark tests and 2011 TAKS tests will meet or exceed both state standards and district targeted standards. |
| 16. Provide TOP Rater Training to selective teachers. | District Testing Coordinator | October 2010. | Region VII | \$2,000.00 drawn from Title III funds utilized to pay SSA fee to Region VII. | Sign –In-Sheets documenting core teachers attended training. | All core teachers receiving certificates of successful completion of TOP Rater Training. |

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| YEAR 2010-2011 | WINONA INDEPENDENT SCHOOL DISTRICT | COUNTY DISTRICT # 212910 |
| DISTRICT GOAL #4 | Winona Independent School District will have quality and highly qualified principals, teachers, and support staff to meet the requirements of “No Child Left Behind Act”. | |
| PERSONNEL, RECRUITMENT, AND RETENTION | | |
| DISTRICT OBJECTIVE #4: | Continue recruitment efforts to attract, hire, and retain quality and highly qualified principals, teachers, and paraprofessionals. | |
| PERFORMANCE OBJECTIVES #1,2,3 | <ol style="list-style-type: none"> 1. The district will have fully certified, well prepared, trained and experienced teachers in all subjects at the beginning of academic year 2010-2011. 2. The district will have recruited, developed, and retained principals, teachers, and paraprofessionals to ensure that students have both excellent opportunities and positive conditions conducive for learning. 3. The district will continue to attempt to recruit, employ, and retain fully certified, well prepared, trained and experienced teachers of ethnic diversity so that the ethnic distribution of teachers will closely reflect the ethnic distribution of students as reported by the AEIS district and campus reports. | |

| Activities | Responsible Person(s) | Timeline | Resources | Cost | Formative Evaluation | Summative Evaluation |
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| 1. Continue to utilize the Internet and technology to advertise district openings and make applications available on line. | Campus principals, district’s executive secretary, and technology director. | May 2011 | District’s Technology Center | \$0 Time & Effort | Number of applicants responding to job postings as a result of hitting the district’s internet site. | Having a highly qualified pool of applicants to interview in each of the posted vacancies. |
| 2. Continue to offer a salary schedule based on competitive salaries with area school districts. | District Superintendent, Business Manager, and Athletic Director | August 2010 and April 2011 | District’s local budget and Title II Funds | \$250,000.00 | Comparative survey of all area school district’s salary schedules. | Increased teacher retention percentage and improved classroom teacher success as measured by student performance on the 2011 TAKS tests. |
| 3. Continue to encourage district paraprofessional employees with classroom experience to seek teacher certification. | District Superintendent, Campus Principals, Curriculum Director | August 2010 – May 2011. | State of Texas College Tuition Exemption Fund and Title II Part A Funds. | \$20,000.00 approximate cost. | Number of paraprofessional aides and substitute teachers expressing interest in obtaining teacher certification. | All campuses having “highly qualified” teachers in place at the beginning of academic year 2010-2011. |
| 4. Continue to provide quality and sustained training and mentoring support for all novice teachers. | Campus principals and Assigned Mentoring teachers | August 2010 | Region VII ESC Support Staff, TXBESS Mentor Teacher Program, and veteran WISD teachers | \$1,000.00 travel costs drawn from Title II funds. | Submitted activity reports from teachers and their mentors as well as one-on-one status conferences, walkthroughs, and classroom observations. | 50% or more reduction in new teachers leaving the district after only one year. |

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| 5. Continue to provide as much TAKS practice materials and information as possible to applicable TAKS teachers in a timely fashion. | Curriculum Director and campus principals | September 2010 and then on-going | Region VII Curriculum Support Staff, TAKS preparation materials vendors, and TAKS software vendors | \$8,000.00 drawn from Title I funds. | Documented number of approved requests for TAKS supplemental materials. | Students' TAKS 2011 performance results will be equal to or greater than the stat's average on all applicable tests and meet or exceed the district's targeted performance goals. |
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| YEAR 2010-2011 | WINONA INDEPENDENT SCHOOL DISTRICT | COUNTY DISTRICT #212910 |
| DISTRICT GOAL #5: Winona Independent School District will have campus schools and district facilities that are well-maintained, clean, safe and orderly. | | |
| SAFETY | | |
| DISTRICT OBJECTIVE #5: Employ violence prevention strategies to create a safe and positive climate for all employees and students, inclusive of employing bullying prevention strategies that will reduce incidents of bullying resulting in both teachers and students reporting very positive changes in school climate, improved order and discipline, more positive social relationships, greater satisfaction on the part of students, and reduced vandalism. | | |
| PERFORMANCE | <ol style="list-style-type: none"> 1. The district will continue to have campus schools and district facilities that will be attractive, well-maintained, clean, safe and orderly environments—providing environments conducive to teaching and learning. 2. The district will have reduced incident rates as documented through discipline referrals, accident, and police reports. 3. The district will continue to have campus buildings that are prepared for responses to emergencies. 4. The district will have improved response time and satisfaction with facility/maintenance requests. | |

| Activities | Responsible Person(s) | Timeline | Resources | Cost | Formative Evaluation | Summative Evaluation |
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| 1. Continue to conduct staff training on utilization of the Crisis Management Plan. | Campus Principals | September 2010 in after school training sessions. | Crisis Management Plan Annexes and Nancy Waits of Region VII Education Service Center | \$0 Time & Effort | Teachers and students will use correct evacuation and sheltering procedures in the event of a drill or crisis situation. | 100% of WISD faculty and staff will be trained in utilization of the Crisis Management Plan. |
| 2. Conduct Staff training on utilization of the Emergency Operations Plan | Campus Principals | August 2010 Staff Development and then monthly beginning September of 2009. | WISD District & Campus Crisis Team Members | \$0 | Effective Response Time on Targeted Drill Dates. | 100% of WISD's employees trained on utilization of the Emergency Operations Plan. |
| 3. Continue to conduct monthly fire drills and scheduled tornado drills. | HS Assistant Principal and Elementary Assistant Principal. | Monthly beginning August 2010 | Winona Volunteer Department's Chief Fire Marshall and Smith County Fire Marshall. | \$0 Time & Effort | Student and Staff Response Time during scheduled drills. | Documentation of drills and logs of staff and student participation. |
| 4. Each campus will utilize a curriculum which promotes communication, friendship, and assertive skills. | Curriculum Director, Campus Principals, Classroom Teachers | September 2010 | Region VII and Character Education Curriculum Vendors. | \$3,000.00 | Review of 425 PEIMS Records at 3-Week Intervals. | 09-10 Audit of 425 PEIMS Records for incidents of bullying. |
| 5. Continue the use of drug dogs. | Secondary Assistant Principal and Campus Principals. | September 2010 and then on-going. | Region VII and Canine Drug Service. | \$2,000.00 funded by SSA Title IV Region VII and supplemented with local operating funds. | Documented number of drug dog searches and number of hits made by search team. | Number of drug related incidents to be equal to or less than 09-10 academic year incidents. |

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| 6. Continue to provide anti-drug/alcohol programs and character education programs to all students, parents, and community members. | Secondary Counselor, Campus Principals, and District Nurse. | August 2010 – May 2011 | Region VII ESC Support Staff, SCADDA Support Staff | \$3,000.00 drawn from Title IV funds for SCADDA contract supplemented with local funds. | Heightened awareness of the dangers of drugs and alcohol based on incident reports and counseling sessions. | Student surveys will yield a decrease in student drug and alcohol use among students. |
| 7. WISD will develop a plan to address child sexual abuse and provide communication about the plan to parents. | Campus Principals, Counselors and District Nurse. | September 2010 May 2011 | http://www.childwelfare.gov/preventing House Bill 1041 | \$0 Time and Effort | Documented number of cases reported. | Number of child abuse reports to be equal to or less than 09-10 academic year incidents. |

YEAR 2010-2011 WINONA INDEPENDENT SCHOOL DISTRICT BULLYING PREVENTION PLAN CDC#212910

DISTRICT GOAL #6: Winona Independent School District will have campus schools that can intervene effectively to reduce bullying through our Bullying Prevention Plan, and developing a safe and supportive school climate.

DISTRICT OBJECTIVE: Employ bullying prevention strategies that will reduce incidents of bullying resulting in both teachers and students reporting very positive changes in school climate: improved order and discipline, more positive social relationships, greater satisfaction on the part of students, and reduced vandalism.

PERFORMANCE OBJECTIVES # 1,2,3,4

1. The district will continue to review its district policies and procedures in order to find out if adequate measures are in place for dealing with perpetrators of bullying and supporting victims.
2. Each campus will implement intervention strategies to stop bullying as soon as it is seen or reported.
3. Each applicable campus will continue to monitor the behavior of the bully and the safety of the victim on a school-wide basis.
4. The district will continue to involve parents and students in providing peer support groups with the goal being to develop a child's peer support network, social and other skills and confidence.

| Activities | Responsible Person(s) | Timeline | Resources | Cost | Formative Evaluation | Summative Evaluation |
|---|---------------------------------------|-----------------|--|--|--|--|
| 1. Review WISD's policy manual to determine if adequate measures are in place for dealing with perpetrators of bullying and supporting victims. | Superintendent of Schools. | August 2010 | Texas Association of School Boards policy service. | Fee associated with being a member of this organization and subscribing to this service. | Review and revision (if necessary) of district policies and procedures for dealing with discipline and violent incidents at school, inclusive of bullying. | Documentation of district and campus policies being in place to deal with discipline and violent incidents at school, inclusive of bullying. |
| 2. Ensure that each campus has intervention plans for bullying situations. | Superintendent and Campus Principals. | August 2010 | Region VII ESC. | \$0 Time & Effort | Campus Site-Based Team review of suggested steps for intervening in bullying situations. | Implementation of intervention strategies for dealing with bullying situations. |
| 3. Provide professional development for campus anti-bullying teams. | Campus Principals | December 2010 | Region VII ESC | \$0 Time & Effort | Post workshop interview with campus anti-bullying team members about training all district and campus employees. | Student, Staff, and Parent Surveys. |

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| 4. Each campus will continue to provide good supervision for students to help prevent bullying. | Campus Principals, Assistant Principals, Teachers and instructional support staff. | August 2010 and then on-going. | Campus Student Code of Conduct and Discipline Management Plan. | \$0 Time & Effort | Review of discipline incidents every three weeks targeting bullying or other violent types of referrals. | Percentage reduction in reported incidents of bullying in academic year 10-11 over 09-10. |
| 5. Each campus will review its discipline mgt. plan to determine if effective consequences are in place to stop bullying. | Campus Principals, and Campus Site-Based Decision Making Teams. | August 2010 and then on-going. | Campus Student Code of Conduct and Discipline Management Plan. | \$0 Time & Effort. | Six-Week Review of 425 PEIMS Records. | Zero recurrence of bullying by a previously referred bully. |
| 6. Each campus will develop and implement adult and parent awareness & involvement activities with regard to bully-victim problems. | Campus Principals, Campus Anti-Bullying Teams, Campus Site-Based Decision Making Teams. | August 2010 May 2011. | Region VII ESC Support Staff | \$300.00 for refreshments drawn from local funds. | Attendance logs of number of district and campus parents attending. | Evaluation of Parent Surveys. |
| 7. Each campus will utilize curriculum which promotes communication, friendship, and assertive skills. | Curriculum Director, Campus Principals, Classroom Teachers. | August 2010 | Region VII, Character Education Vendors. | \$3,000.00 | Review of 425 PEIMS Records at 3-Week Intervals. | 09-10 Audit of 425 PEIMS Records for incidents of bullying. |
| 8. Implement "Stop Bullying...Be a Buddy" Program on the Elementary campus. | Campus Principal, Classroom Teachers | August 2010 – May 2011 | Campus Student Code of Conduct and Discipline Management Plan. | \$939.85 and time and effort | Review of discipline incidents every three weeks targeting bullying or other violent types of referrals. | Percentage reduction in reported incidents of bullying in academic year 10-11 over 09-10. |
| 9. Implement "Core Essentials" Program on the Elementary campus. | Campus Principal, Counselor, Classroom Teachers | August 2010 – 2011 | Campus Student Code of Conduct and Discipline Management Plan. | \$175.00 sponsored by Chick-Fil-A | Review of 425 PEIMS Records at 3-week intervals. | 09-10 Audit of 425 Records for incidents of bullying. |