



DISTRICT OVERVIEW

**RANDOLPH FIELD ISD
DISTRICT
IMPROVEMENT
PLAN**

2008-2009

RANDOLPH FIELD ISD DISTRICT IMPROVEMENT PLAN

PURPOSE:

The purpose of this document is to meet the accountability requirements of the Texas Education Code §11.252 that requires each school district to have a District Improvement Plan that is developed, evaluated, and revised annually and must include the provisions listed in this section of the law.

RATIONALE:

The Randolph Field ISD has in place a planning process that contains all of the required provisions of a district improvement plan. While the process is multifaceted and does not contain all components in a single document, the process is achieving the desired results.

The Randolph Field ISD has been successful in educating the students in each of the schools in the district. The Texas Education Agency Accountability System rated the district as recognized for the 2007-2008 school year.

DISTRICT GOALS:

The ultimate goal for Randolph Field ISD is to increase student achievement for all students.

Randolph Field ISD has adopted this single goal based on significant information about the district: zero dropout rate, attendance rates which are well above the established goal for the students in the state, and student achievement which is above the state expectations. The district has determined that although students have been meeting state requirements, they have not all met the standards of the nation and world in which they must compete upon graduation.

Two documents, the Purpose of Education at Randolph Field ISD with the Core Competencies necessary to achieve the purpose (Exhibit A) and the District Instructional Goal and Activities (Exhibit EE) guide all facets of the district planning process. As the initial action in curriculum planning, community members, parents and staff worked to define the purpose and the core competencies. Subsequently the district developed the District Instructional Goal and Activities that reflect both the purpose and the competencies and provide the foundation for the desired increase in student achievement: (Exhibit DD)

- To provide a well-balanced, challenging curriculum that allows students to access and process information, solve problems, and communicate working as individuals and as team members, using technology to facilitate their learning.

COMPONENTS OF THE RFISD PLANNING PROCESS:

One component, the Curriculum Design Plan, has provided for a quality learning environment (Exhibit B) and guided the development of the Strategic Five Year Plan (Exhibit C). A second component, the integrated district and campus improvement plan process, has provided for a Continuous Cycle of Progress (Exhibit D) by encompassing the development of goals, action evidences, and an accountability system that focuses on feedback, guidance and instruction. The improvement plans are change agents designed by each campus to document professional development and to measure and record progress in student achievement. (Exhibit E, High School Evaluation; Exhibit F, Middle School Evaluation; Exhibit G, Elementary School Evaluation).

The remaining components of the district planning process are plans that address the needs of special populations and the goal of improved student achievement. These plans include the Guidance Plan (Exhibit H), Professional Development Plan (Exhibit I), Technology Plan (Exhibit J), Dyslexia Instructional Plan (Exhibit K), Compensatory Education Plan (Exhibit L), Special Education Plan (Exhibit M), Gifted and Talented Plan (Exhibit N), Drug Free Schools Plan (Exhibit O), English as a Second Language Plan (Exhibit P), Student Code of Conduct (Exhibit Q), Budget Process (Exhibit R), the Career and Technology Plan (Exhibit X) and the Title IA Plan (Exhibit Y), the Dropout Plan (Exhibit Z), the Highly Qualified Teacher Plan (Exhibit AA), and the Pregnancy Related Services Plan (Exhibit BB), and Dating Violence (Exhibit CC).

COMPONENTS OF THE TEXAS EDUCATION CODE DISTRICT IMPROVEMENT PLAN (*Education Code 11.252*) RELATED TO THE RFISD PLANNING PROCESS:

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy by the superintendent with the assistance of the district level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards with respect to the academic excellence indicators.

The District Improvement Plan must include provisions for:

- 1. A comprehensive needs assessment addressing district student performance on the academic excellence indicators, and other appropriate measures of student performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs.*

This provision is evidenced in the "Continuous Cycle of Progress" document (Exhibit D):

- "The Campus Improvement Committee prepares and submits to the Districtwide Improvement Committee oral and written evaluations of the Campus Improvement Plan for the previous school year, based on the Continuous Cycle of Progress."

- “The Districtwide Improvement Committee provides each campus with written feedback for the previous school year based on the Continuous Cycle of Progress.”
- “Staff receives training on accountability for continuous progress for the Campus Improvement Plan.”
- “Departments/Teams collaborate to determine their Action Evidences and Evidences of Progress to meet the Campus Performance Objectives and the District Instructional Goals. The departments/teams gather information and compile the data, guided by the question: Did you consider qualitative and quantitative data? Did you address skills, behaviors, and/or competencies required of the students? Did you consider methods, strategies, and/or techniques used currently as well as possible options?”

The provision is also evidenced by the Results of an Aligned Curriculum (Exhibit S). Annually the district collects a variety of data to document progress toward the results targets, and the instructional staff analyzes the data to provide the basis for establishing the Campus Performance Objectives for the year. Examples:

- TAKS Annual increases needed to achieve exemplary status will be based on the benchmarks outlined on the TAKS incremental targets charts.
- SAT/ACT Increase annually the achievement rate of SAT and ACT with achievement defined as 1110 on the SAT and 24 on the ACT.

The provision is further evidenced by the Needs Assessment (Exhibit T) conducted for all special programs every three years and annual reviews by the Districtwide Improvement Committee. The committee analyzes these needs assessments and recommends program changes and actions to provide continued support for special populations. Special programs and other instructional staff provide significant and specific support for these students in each phase of the Continuous Cycle of Progress (Exhibit D, E, F and G).

Every two years the District conducts a needs assessment survey of the district and campus committees and develops an effectiveness plan (Exhibit W) based on an analysis of the survey. The analysis of this survey and the data compiled in the Results of an Aligned Curriculum (Exhibit S) are the basis for recommendations the district committee makes regarding strategies to increase student achievement.

2. *Measurable district performance objectives for all appropriate academic excellence indicators for all student populations, appropriate objectives for special needs populations, and other measures of student performance that may be identified through the comprehensive needs assessment.*

This provision is evidenced in the Results of an Aligned Curriculum (Exhibit S). We can not achieve our defined results targets for TAKS tests unless we intentionally address the needs of special populations, low performing and at-risk students and document the results.

The provision is also evidenced in the Campus Improvement Plans. The heart of each plan is the establishment of measurable Campus Performance Objectives (CPO) and the documentation of progress towards these objectives that support the district's performance goal of increased student achievement (Exhibits E, F and G). Each campus specifically addresses low performing and at-risk students in its CPO (Exhibit E, F, G, L, and Y).

3. *Strategies for improvement of student performance that include:*
 - A. *Instructional methods for addressing the needs of student groups not achieving their full potential.*
 - B. *Methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs.*
 - C. *Dropout reduction.*
 - D. *Integration of technology in instructional and administrative programs.*
 - E. *Discipline management.*
 - F. *Staff development for professional staff of the District.*
 - G. *Career and Technology Plan (Exhibit X) Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.*
 - H. *Accelerated education.*

These provisions are addressed by:

- A. Campus Improvement Plans (Exhibits E, F and G) and the Continuous Cycle of Progress (Exhibit D)
- B. Guidance Plan (Exhibit H), Dyslexia Instructional Plan (Exhibit K) and the Professional Development Plan (Exhibit I)
- C. Dropout Prevention Plan (Exhibit Z)
- D. Technology Plan (Exhibit J), Purpose of Education and Core Competencies (Exhibit A) and the Professional Development Plan (Exhibit I)
- E. Student Code of Conduct (Exhibit Q) and the Professional Development Plan (Exhibit I)
- F. Professional Development Plan (Exhibit I), the Curriculum Design Plan (Exhibit B), the Strategic Five Year Plan (Exhibit C), and the Highly Qualified Teacher Plan (Exhibit AA)
- G. Career and Technology Plan (Exhibit X), Guidance Plan (Exhibit H), the Purpose of Education and the Core Competencies (Exhibit A)
- H. Compensatory Education Plan (Exhibit L), the Purpose of Education and the Core Competencies (Exhibit A), the Title IA Plan (Exhibit Y) and the Special Education Plan (Exhibit M), and Pregnancy Related Services (Exhibit BB), and Dating Violence (Exhibit CC), and Homeless Plan (Exhibit DD).

4. *Resources needed to implement identified strategies.*

This provision is evidenced by the RFISD Budget Process (Exhibit R)

5. *Staff responsible for ensuring the accomplishment of each strategy.*

This provision is addressed in each the district planning process components as appropriate and their related district improvement plan documents. Exhibits (C, E, F, G, H, I, J, K, L, M, N, O, P, R, U, V, W, X and Y)

6. *Time lines for ongoing monitoring of the implementation of each improvement strategy.*

This provision is addressed in the Continuous Cycle of Progress (Exhibit D), the Strategic Five Year Plan (Exhibit C), the Curriculum Design Plan (Exhibit B), the Professional Development Plan (Exhibit I), as well as all other related planning documents.

7. *Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.*

This provision is addressed in the Continuous Cycle of Progress (Exhibit D), the Districtwide Committee Effectiveness Plan Results (Exhibit W), the Needs Assessment for Special Programs (Exhibit T), and the Results of Aligned Curriculum (Exhibit S).

8. Strategies to provide to middle school, and high school students, teacher counselors and parents information about the need to participate in a challenging high school curriculum.

This provision is addressed in the High School Financial/Curriculum Information (Exhibit U).

The second requirement includes:

- Strategies to involve parents in the schools. This provision is addressed in the Drug Free Schools Plan (Exhibit O) and the Parent Involvement Plan (Exhibit V).

The third requirement includes:

- Strategies to address violence prevention and intervention. This provision is addressed in the Drug Free Schools Plan (Exhibit O).

RANDOLPH FIELD ISD DISTRICT IMPROVEMENT PLAN

EXHIBITS

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| Exhibit A | Purpose of Education and the Core Competencies |
| Exhibit B | Curriculum Design Plan |
| Exhibit C | Strategic Five Year Plan |
| Exhibit D | Continuous Cycle of Progress |
| Exhibit E | Districtwide Improvement Committee Evaluation of Randolph High School Campus Improvement Plan |
| Exhibit F | Districtwide Improvement Committee Evaluation of Randolph Middle School Campus Improvement Plan |
| Exhibit G | Districtwide Improvement Committee Evaluation of Randolph Elementary School Campus Improvement Plan |
| Exhibit H | Guidance Plan |
| Exhibit I | Professional Development Plan |
| Exhibit J | Technology Plan |
| Exhibit K | Dyslexia Instructional Plan |
| Exhibit L | Compensatory Education Plan |
| Exhibit M | Special Education Plan |
| Exhibit N | Gifted and Talented Plan |
| Exhibit O | Drug Free Schools Plan |
| Exhibit P | English as a Second Language Plan |
| Exhibit Q | Student Code of Conduct |
| Exhibit R | Budget Process |
| Exhibit S | Results of an Aligned Curriculum |
| Exhibit T | Needs Assessment for Special Programs |
| Exhibit U | High School Financial/Curriculum Information |
| Exhibit V | Parent Involvement |
| Exhibit W | Districtwide Improvement Committee Effectiveness Plan Results |
| Exhibit X | Career and Technology |
| Exhibit Y | Title IA Plan |
| Exhibit Z | Dropout Plan |
| Exhibit AA | Highly Qualified Teacher |
| Exhibit BB | Pregnancy Related Services |
| Exhibit CC | Dating Violence Plan |
| Exhibit DD | Homeless Plan |
| Exhibit EE | District Instructional Goal and Activities |