

Wildorado Independent School District

District Improvement Plan

2023-2024

Distinction Designations:
Postsecondary Readiness



Mission Statement

The mission of Wildorado Elementary is to provide all students with the highest quality of educational services and experiences. Our goal is excellence in education and to develop life-long learners.

In support of our Mission, we believe...

- all children can learn.
- education can and does make a positive difference in the lives of children.
- all children can become productive and responsible members of society.
- the educational needs of students can best be met through a partnership of the District School Board, school personnel, students, parents and community members.

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, which will make them self-sufficient, responsible citizens ready to meet the challenges of the future, and a respect for core values of wisdom, integrity, strength and determination. In partnership with families and the community, our goal is to create relevant learning opportunities for students both inside and outside the classroom that help them develop the knowledge and character necessary to succeed in a technologically advanced world. Students will have success for today and be prepared for tomorrow.

Value Statement

We value faith. we believe we are called to serve, teach, and build relationships with each child in our care.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	6
Goals	9
Goal 1: Increase student performance in Closing the Gaps for Reading and Math in Domain III.	9
Goal 2: Interventions for students not on grade level will be provided during the school day. K-2nd will be provided RTI with support in reading; phonics, and letter recognition. 3rd - 12th grade students who fail a STAAR test will be supported through HB1416 (WIN time built into our school day - at least 15 min. each day). WIN - What I Need Time will provide students the opportunity to get the targeted instruction needed for intervention in core subjects.	11
Goal 3: Transitions to high school, postsecondary education, & coordination with Career/Technical Education.	13
State Compensatory	16
Budget for District Improvement Plan	16
Personnel for District Improvement Plan	16
Title I	17
1.1: Comprehensive Needs Assessment	17
2.1: Campus Improvement Plan developed with appropriate stakeholders	17
2.2: Regular monitoring and revision	17
2.3: Available to parents and community in an understandable format and language	18
2.4: Opportunities for all children to meet State standards	18
2.5: Increased learning time and well-rounded education	18
2.6: Address needs of all students, particularly at-risk	18
3.1: Annually evaluate the schoolwide plan	18
4.1: Develop and distribute Parent and Family Engagement Policy	19
4.2: Offer flexible number of parent involvement meetings	19
Title I Personnel	20
Site-Based Decision Making Committee	21
District Funding Summary	22

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Site Based Decision Making Team met to analyze and summarize many forms of data: Parent Surveys, Staff Surveys, Student Surveys, TAPR 2021-22; and TPRI/ CLI Engage data.

Data had been collected from surveys that were sent and collected anonymously from staff, parents, and secondary students about the school.

The team then created a summary of strengths and needs focused on the following areas: Student Academic Achievement, School Culture & Climate, and Parent, Family, & Community Engagement, Once the summary of Needs were identified as a team, the team began to **prioritize** for the Campus Needs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

- PSAT
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: January 30, 2024

Goal 1: Increase student performance in Closing the Gaps for Reading and Math in Domain III.

Performance Objective 1: Identify students that did not meet performance level for math and move those students to approaches or above on the 2024 STAAR Test.








High Priority


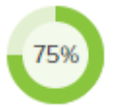


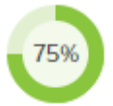


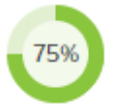





HB3 Goal

Evaluation Data Sources: STAAR: 62% of students will meet grade level or above on the Reading STAAR test.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Retaining teachers in positions taught will help with this significantly, along with targeted conversations with admin. after observations and assessment data talks with administration on consistent basis in math and reading.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the Amplify curriculum daily to teach reading with fidelity in grades K-5. Strategy's Expected Result/Impact: Increase student reading levels and performance on grade level. Staff Responsible for Monitoring: principals; Region 16 support; teachers Funding Sources: Region 16 staff support and Amplify Materials - TCLAS</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading teachers in grades 4-10 will write down names of students that did not meet performance level that they can facilitate growth to obtain that the students performs at meets grade level or above on the 2024 STAAR test. Strategy's Expected Result/Impact: Increase the number of students that meet grade level on STAAR test. Staff Responsible for Monitoring: principals, teachers, superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers in grades 4-9 will write down names of students that did not meet performance level that they can facilitate growth to obtain that the students performs at meets grade level or above on the 2024 STAAR test.</p> <p>Strategy's Expected Result/Impact: Increase the number of students that meet grade level performance on the math STAAR test.</p> <p>Staff Responsible for Monitoring: principals, teachers, superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Incorporate a Data Analysis process for unpacking standards; identifying exemplars, determining high leverage groups, categorizing student work.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate data tracking in grades 3-10 for math and reading classes. Teachers will create a system to share class data with students, set goals, and post the data and goals in a common area.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Staff Responsible for Monitoring: principals and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				













Goal 2: Interventions for students not on grade level will be provided during the school day. K-2nd will be provided RTI with support in reading; phonics, and letter recognition. 3rd - 12th grade students who fail a STAAR test will be supported through HB1416 (WIN time built into our school day - at least 15 min. each day). WIN - What I Need Time will provide students the opportunity to get the targeted instruction needed for intervention in core subjects.

Performance Objective 1: Students in grades 3-12 will be drafted by teachers weekly to attend these targeted instructional intervention times with small groups of students. Students will rotate from teacher to teacher, based on the needs of the student. This will support students at risk for academic failure.


Evaluation Data Sources: Progress tracking; TPRI; grade reports; test scores; interim tests; teacher created tests; STAAR test


Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Move students not needing the targeted instruction to another location during targeted instruction time at the secondary level.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades K-6 will be pulled for interventions based on the needs of the individual child.</p> <p>Strategy's Expected Result/Impact: Reading, dyslexia, phonemic awareness, and math support to increase student academic performance.</p> <p>Staff Responsible for Monitoring: Reading Aide, Special Education Teacher, classroom teachers, special education aides, counselor, principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Identifying students at risk due to the poverty criteria is accomplished through the the completion National School Lunch Program Application by parents during registration.</p> <p>Strategy's Expected Result/Impact: Students who qualify for free or reduced lunch are identified for services and served through Title I funds. This will allow students the same opportunities to be successful as other students academically, socially, and emotionally.</p> <p>Staff Responsible for Monitoring: Cafeteria manger; teachers, principals, counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Elementary students PE program uses Fitnessgram program from TEA. Our middle school students are all enrolled in athletics which includes: baseline strength, speed and endurance testing at the beginning, middle and end of the year to check for improvement.</p> <p>Strategy's Expected Result/Impact: Using a baseline from the testing results, we expect to see improvement for each child's performance.</p> <p>Staff Responsible for Monitoring: Coaches, and PE teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

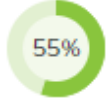







Goal 3: Transitions to high school, postsecondary education, & coordination with Career/Technical Education.

Performance Objective 1: Implement Take Flight or Exploring Careers as an 8th grade course to help students investigate post-secondary opportunities and identify interests and skills of their own.

Evaluation Data Sources: Teacher survey; student survey; parent survey

Summative Evaluation: Significant progress made toward meeting Objective










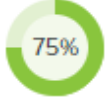






Next Year's Recommendation: TAPR Student Achievement Information - Counselor Potential Data Types: Advanced Course/Dual Enrollment Data College, Career and Military Readiness (CCMR) College Entrance Exams Courses/Class Grades Graduation Plan Types Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts Results Driven Accountability Standard, Norm-Referenced, Criterion Referenced Tests and Measures State Assessment Data State and Local Student Assessment Data Tables Texas English Language Proficiency Assessment System (TELPAS) Results Texas Success Initiative (TSI) Data Probing Questions: 1. How are student achievement data disaggregated? 2. What do the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? 3. What do the data indicate when disaggregated at various levels of depth? 4. How do student achievement data compare from one data source to another? 5. In which areas are we showing growth? At what rate? Compared to which standard of achievement? 6. Which students are making progress? Why? 7. Which students are benefiting and which are not? Why? 8. What do the longitudinal student achievement data indicate? 9. What do the data reflect within and among content areas? 10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc?

Strategy 1 Details	Reviews			
<p>Strategy 1: Students transitioning from middle school to high school complete a leadership class to promote post-secondary career exploration and a better understanding of soft skills as well as leadership skills to help with their career of choice. This class is offered in 7th grade as a gateway to many post-secondary choices that are made during the 8th grade school year. Students have the opportunity to create individualized personal graduation plans with their counselor to set high school and post-secondary goals. Wildorado uses Character Strong to promote many SEL skills. Creating goals, making habits, overcoming obstacles, and being a school leader are a few of the Character Strong skills utilized this year in whole group, small group, and individual settings.</p> <p>Strategy's Expected Result/Impact: Students remain in school until they obtain a HS diploma; suicide prevention, conflict resolution program, violence prevention.</p> <p>Staff Responsible for Monitoring: Principals, Counselor, Superintendent, teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Transitions to high school, postsecondary education, & coordination with Career/Technical Education.

Performance Objective 2: Add dual credit US History for students in their junior year to increase the number of dual credit courses offered at Wildorado.


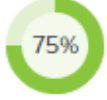










Evaluation Data Sources: FAFSA; TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Junior and senior high school students use a platform called Going Merry to help transition from high school to post-secondary education. This platform provides step by step guidance for FAFSA completion, scholarship opportunities, and financial planning lessons through quick, easy to use guides. Seniors complete senior hour during the spring semester which provides one on one support for additional locally based scholarship opportunities and guidance from their school counselor and a teacher on the next steps needed to reach their goals after high school. Our school counselor works closely with Amarillo College, WTAMU, and Texas Tech to help support students apply for housing, food, and register for classes once a student has been accepted. Dual credit is offered to junior and senior students as an opportunity advance in their high education while still in high school. All junior and seniors meet individually with the school counselor to identify and explore interests and skills for post-secondary goals.</p> <p>Strategy's Expected Result/Impact: Prepare for postsecondary education; College Readiness and Support</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer many CTE in agriculture, professional communications, Forensic Science, and Kinesiology. Our Ag. CTE courses provide knowledge base for students to complete IBC Certifications as well as work with the Wildorado Cattle Company.</p> <p>Strategy's Expected Result/Impact: Students receiving IBC's and endorsements through the CTE classes will increase each year as our programs grow.</p> <p>Staff Responsible for Monitoring: Counselor, Ag. Teacher, CTE teachers, and Principals.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Seniors will use the Texas College Bridges program to complete their exemptions for TSI exams.</p> <p>Strategy's Expected Result/Impact: Students will all be prepared for college courses after graduation.</p> <p>Staff Responsible for Monitoring: Counselor, principals, and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Transitions to high school, postsecondary education, & coordination with Career/Technical Education.

Performance Objective 3: Dropout prevention efforts: Continue to partner with parents and students to achieve 100% graduation rate again.

Evaluation Data Sources: TAPR; graduation rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of a comprehensive school counseling program: Wildorado uses Character Strong as a comprehensive school counseling program. This research-based program allows both the classroom teacher and school counselor to teach social emotional skills to students pk-12th grade. This program also offers guidance for teacher to handle situations in the classroom such as peer conflicts, empathy, praising specific behaviors, and using proximity to help teachers have a positive classroom environment. This year, teachers in grades pk-6th were asked to spend 3 months using the monthly objectives with Character Strong to provide whole group lessons on being trustworthy, having perseverance, and setting goals. Small groups were creating in 6th-8th grade to work on specific skills a group of students may need. Character Strong was utilized to provide the framework for those sessions.</p> <p>Strategy's Expected Result/Impact: suicide prevention; conflict resolution; violence prevention, positive behavior interventions and support; provide staff opportunities for skills needed to created a positive class environment.</p> <p>Staff Responsible for Monitoring: Counselor; teachers; principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to use restorative practices with peer conflict resolution as needed.</p> <p>Strategy's Expected Result/Impact: Peer conflict resolutions and a high parent involvement provide an atmosphere of low violence at Wildorado. When needed, students having a conflict are provided opportunities to communicate their difference and together create a plan for success moving forward. Preventative measures such as high staff visibility and individualized goal setting are utilized consistently to provide a safe environment for students and staff at school.</p> <p>Staff Responsible for Monitoring: Staff, teachers, counselor, principals, superintendent.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$102,942.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

Tutorials for HB4545 identified students. Reading Intervention partial salary is paid with SCE funds she is hired to incorporate Leveled Literacy Intervention (Intervention paraprofessional; Partial teacher salary is paid with SCE funds in the k-6 setting (allows for individual classroom teachers for each grade level); Partial administrator salary is paid with SCE funds to support staff professional development/growth, student achievement, and communication with families and teachers for monitoring of progress and interventions for at risk students. HB4545 students (3-12th grades) are serviced during the school day. Students are monitored by the individual teachers for specific subjects and hours of intervention are documented.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Eve Crist	Librarian	0.5
Fithen, Michelle	Instructional Aide	1

Title I

1.1: Comprehensive Needs Assessment

Wildorado Independent School District conducted comprehensive needs assessments based on TAPR data such as STAAR performance, attendance rates, drop out rates, and SAT/ACT data, Student Survey, Parent Survey, and Staff Survey including the PFE.

In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives.

Wildorado is a Title I School-wide campus with economically disadvantaged students.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement).

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and , to the extent practicable, provided in the language that the parents can understand.

The location this was made available to the public was on campus, and at parent meetings.

The language in which the CIP was distributed was in English.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that Wildorado ISD will be implemented to address needs, including a description of how such strategies: will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners. House Bill 1416 Requirements are met for any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction is delivered in the school year. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified teacher, or 2) delivering supplemental instruction (e.g., tutoring) before or after school, or embedded in the school day and meeting HB 1416 requirements.

Wildorado ISD has a special education program and meets the needs of the students. Economically disadvantaged needs are met through free and reduced lunch and snack pack for kids. Wildorado will make changes that are needed to accommodate any student that is enrolled within the district.

2.5: Increased learning time and well-rounded education

Wildorado will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Wildorado has a high set of instructional strategies that are used within the district. Teachers teach with rigor and critical thinking skill to have the students learn the same way. There is an increased amount of quality learning time through RTI and small class sizes. The curriculum is enriched and accelerated and has many programs and activities that are used to address this throughout the year. The students at Wildorado are offered a wide variety of educational opportunities, as well as being offered a well rounded education to meet all of the needs of the students.

2.6: Address needs of all students, particularly at-risk

Wildorado will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. RTI is implemented to provide extra support and help to the students that are showing they are not meeting the State requirement.

3.1: Annually evaluate the schoolwide plan

Wildorado shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and ,to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Janet Randolph (Counselor) and Brody Russell (Ag. Teacher), assisted with the development of Parent and Family Engagement Policy.

The locations the Parent and Family Engagement Policy was distributed were on campus and at parent meetings.

The language in which the Parent and Family Engagement Policy was distributed was in English.

4.1: Develop and distribute Parent and Family Engagement Policy

Wildorado shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Janet Randolph (Counselor) and Brody Russell (Ag. Teacher), assisted with the development of Parent and Family Engagement Policy.

The locations the Parent and Family Engagement Policy was distributed were on campus and at parent meetings.

The language in which the Parent and Family Engagement Policy was distributed was in English.

4.2: Offer flexible number of parent involvement meetings

Wildorado will offer a flexible number of meetings, such as meeting in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eve Crist	Librarian	intervention HB1416 (Title I; Title IV)	
Michelle Fithen	Paraprofessional	Title II	

Site-Based Decision Making Committee

Committee Role	Name	Position
Student	Hollis Albracht	Student Representative
Student	Peyton Smith	Student Representative
Classroom Teacher	Kelle' Gillenwaters	Teacher
Business Representative	Lance Sides	Sides Electric
Community Representative	Chad Stephens	Community Member
Parent	Suzie Cox	Parent
Parent	Shelby Leavitt	Parent
Community Representative	Michelle Gruhlkey	Community Member and Parent
Business Representative	Ryan Leavitt	Farmer
Paraprofessional	Michelle Fithen	Instructional Aide
Classroom Teacher	Sabrina Stroope	Secondary Science Teacher
Librarian	Eve Crist	Librarian
District-level Professional	Troy Duck	Superintendent
Administrator	Jennifer Williams	Principal/Special Education Representative
Administrator	Anna McCord	Chairperson/Principal

District Funding Summary

TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 16 staff support and Amplify Materials		\$0.00
Sub-Total					\$0.00