

Dalhart Independent School District
District Improvement Plan
2016-2017 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Dalhart Independent School District is to provide an educational climate in which each student can learn and be successful. The administration and faculty of the Dalhart ISD strives to ascertain that each student develops mentally, physically, socially and emotionally to the maximum of his/her potential. Dalhart ISD provides guidance, motivation, and curriculum in a positive atmosphere to ensure each student is successful in obtaining a knowledgeable background for functioning effectively and successfully at each grade level.

Vision

To prepare students to become responsible, productive citizens of the 21st century.

Value Statement

Core Values

The Dalhart community supports all students by valuing and respecting individual differences.

Dalhart ISD makes decisions based on what is BEST for kids.

Change is an opportunity for growth.

Everyone can learn and we believe that lifelong learning is essential for personal growth.

Education is the shared responsibility of home, school, community, and business.

Communication allows all stakeholders to feel involved, connected, and supported.

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Goals








Goal 1: Curriculum Standards and Assessments: DISD will use cross-campus collaborative communication to establish an aligned, reliable, viable curriculum which targets individual performance as measured by locally developed, high rigor CBA, and state assessments. This will maximize achievement so all students will reach high standards, and at a minimum, attaining proficiency or better in all 4 core subjects.







Performance Objective 1: At a minimum, 80% or greater of all students will meet proficiency on state exams in all tested areas. 100% of DISD teachers will teach all state standard TEKS for their assigned courses in preparation for state exams

Evaluation Data Source(s) 1: STAAR 2015, TELPAS scores, and EOC scores will be analyzed along with CBA data. It is expected that the campus will show higher scores on all testing in each student group.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 2 CSF 3</p> <p>1) Dalhart ISD will conduct a comprehensive needs assessment to make data-driven decisions toward the goal of maximizing student achievement.</p>	1, 2, 4, 5	Core Subject Teachers Principals	Summative - DEIC and campus committees will complete needs assessment after review of all CBA documents by October of each school year and revise and update throughout the year.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) All teachers will prepare (individual curriculum documents) and lesson plans for teaching the TEKS student expectations for their assignments. Curriculum documents will follow TEKS Resources. Lesson plans will follow the IFD units, pacing calendars and include vertically aligned vocabulary, CBA's will be administered 5 times a year.</p>	2, 8	Teachers	Curriculum documents and lesson plans on file in (campus curriculum web based folders).				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Professional learning community (PLC) meetings will meet on each campus periodically in vertical teams to align TEKS and testing objectives in all content areas with in-house training, and disaggregation of testing data.</p>	2, 4, 8	Superintendent, Principal, Teachers	Minutes, agenda and copy of handouts with signature pages for PLC meetings.				

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Data analysis of students testing profiles will target areas of greatest instructional needs.</p>	2, 8	Teachers, Interventionists	DMAC testing reports completed and analyzed after each CBA administration.				
<p align="center">Critical Success Factors CSF 7</p> <p>5) Each campus will continue to work toward hiring, retaining and developing a highly quality staff.</p>	3	Superintendent, Principals	All DISD staff will meet state Highly Qualified requirements. HQ documentation notebooks kept on each campus.				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Campus STAAR and EOC acceleration opportunities will be scheduled for all students who have failed any portion of these exams.</p>	2, 9	Principals	Schedule for tutorials, summer school or RTI classes with student class lists on file at each campus.				
Funding Sources: 199 - Local							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Utilize technology to improve curriculum and communication with students, staff, parents, and community.</p>	2, 10	Principals,, Teachers, District technology staff	Communication logs. Website hits Remind 101 Facebook Marquee Student folders Parent portal				
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>8) District staff will be given health and safety training to provide a safe learning environment for all students.</p>	4	Counselors, Teachers, Principal, School Nurse	District PD calendar. Campus PD calendar Teacher PD certificates on file.				
Funding Sources: 199 - Local							
<p align="center">Critical Success Factors CSF 7</p> <p>9) District and campus Professional development will be targeted to improve student achievement. Individual teachers will attend staff development that targets self-designated needs.</p>	4	Superintendent, Principals, Teachers	Training certificates on file.				
Funding Sources: 199 - Local							
<p align="center">Critical Success Factors CSF 7</p> <p>10) DISD will provide appropriate technology training for all employees to enhance technology skills. The district librarian and instructional technologist will give more opportunities for teachers to train in-house.</p>	4	Technology staff Principals	Tech training certificates Tech training rosters				
Funding Sources: 199 - Local							







<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>11) Using district developed protocol, DISD will disaggregate data to identify (strengths and weaknesses as well as causal factors), and develop an outcome-based plan.</p>	8	Principals, Teachers	Formative disaggregated data will be on DMAC testing site. RTI rosters for intervention classes and individual student educational plans.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							











Goal 1: Curriculum Standards and Assessments: DISD will use cross-campus collaborative communication to establish an aligned, reliable, viable curriculum which targets individual performance as measured by locally developed, high rigor CBA, and state assessments. This will maximize achievement so all students will reach high standards, and at a minimum, attaining proficiency or better in all 4 core subjects.

Performance Objective 2: 100% of all students will maximize options for post-secondary success.

Evaluation Data Source(s) 2: There will be an increased number of students scoring higher on state assessment tests.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Increase the number of students taking PSAT,SAT, and ACT and increase the percentage of scores above the state criterion.</p>	2	Principal, Teachers	Number of students participating in tests increases. Scores on tests rise.				
Funding Sources: 199 - Local							
<p>Critical Success Factors CSF 1</p> <p>2) Increase number of students graduating under all graduation plans.</p>		Counselors, Principal, Teacher	Graduation rates increase. Higher percentage of students graduate with higher level of graduation plans.				
<p>Critical Success Factors CSF 5</p> <p>3) Communicate with parents about financial aid/scholarship opportunities. Discuss college entry opportunities for students. and opportunities and aid available to students. Give notification of higher education admission requirements.</p>	6	Counselors, Principal, Teacher	Minutes of parent meetings and counselor communication logs.				
<p>Critical Success Factors CSF 1</p> <p>4) Provide career and technology courses through CTE and provide quality work programs to juniors and seniors.</p>	2	Counselors, Principal, Teacher	Number of students earning college credit through CTE increases. Number of students completing CTE work programs increases.				
<p>Critical Success Factors CSF 1</p> <p>5) Provide dual credit courses at the secondary level and implement strategies in college and career readiness studies in all core classes.</p>	2	Counselors, Principal, Teacher	Dual credit class scores. Student grades of course completion.				
<p>Critical Success Factors CSF 1</p> <p>6) Provide the ASVAB interest inventory to 11th grade students.</p>	2	Counselor, Principal	Log of number of students taking ASVAB				

Critical Success Factors CSF 1 7) Offer the CTE work program to juniors and seniors.	2	Counselor, CTE teachers, Principal	Number of students completing CTE programs.				
8) FAFSA Day in which Seniors can apply to Junior College of their choice.	2	Counselor, Principal	Students accepted to college				
Critical Success Factors CSF 1 9) Offer 3 ACT testing opportunities at DHS. Offer ACT test prep at DHS.	2	Counselor	ACT test results				
Funding Sources: 199 - Local							
Critical Success Factors CSF 1 10) College day for Juniors and Seniors to connect with possible colleges and universities.	2	Principals, Counselors	Completed college applications Exit surveys				
11) Seniors receive purple folders with planning information for their Senior year. Folders include calendar, graduation forms, help with college application.	2	Counselor	Completed graduation packets. College applications.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							













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Performance Objective 3: Focus on comprehensive child health, safety, and well-being to improve attendance and retention rates. Drop-out rates for all students and student subpopulations will be less than .5%. Attendance for all students and student subpopulations will be greater than 96%.

Evaluation Data Source(s) 3: Decrease in retention rates. Increase in district and campus attendance percentage. Less truancy reports

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Provide extended learning opportunities for students who have failed one or more portions of any state exam.</p>	9	Principal, Teachers	Tutorial schedules on file. Increase in student scores on state exams.				
<p>Critical Success Factors CSF 1</p> <p>2) Review and implement the discipline management plan and Student Code of Conduct to maximize positive student behavior.</p>	9	Principal, Teachers, Superintendent	Student Code of Conduct online for public access. Discipline management plans for campuses and classrooms online for parent access and available at campus offices.				
<p>Critical Success Factors CSF 1</p> <p>3) Adopt effective and comprehensive discipline strategies, classroom management plans, crisis management, and conflict resolution plans.</p>	9	Principal, Teachers	All management plans completed and available to parents and students at the beginning of each school year.				
<p>Critical Success Factors CSF 1</p> <p>4) Address prevention programs in the areas of drugs, violence, suicide, bullying</p>	9	Principal, Teachers	Discipline reports show decreases in drug ,violence and bullying reports.				
<p>Critical Success Factors CSF 1</p> <p>5) Provide accelerated educational program services for all students identified at-risk.</p>	9	Principal, Teachers	Increased state assessment scores for at-risk students.				
Funding Sources: 199 - SCE							






<p align="center">Critical Success Factors CSF 1</p> <p>6) Increase district attendance rate equal to or greater than 96% by monitoring student absences, tardies, and communicating this information to parents.</p>	9	Counselor, Principal, Teachers	Daily attendance reports Truancy letters Attendance incentives				
Funding Sources: 199 - Local							
<p align="center">Critical Success Factors CSF 1</p> <p>7) Increase district graduation rate.</p>	9	Counselor, Principal, Teachers	Progress monitoring of student academic progress. Increase in district graduation rate.				
<p align="center">Critical Success Factors CSF 6</p> <p>8) Establish Health Advisory Committee to coordinate programs and activities targeting comprehensive student health.</p>	2, 9	School nurse	Minutes from meetings. Review of activities at end of each school year.				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Identify students at risk of dropping out and provide accelerated services and counseling.</p>	9	Counselor, Principal, Teachers	Drop out reports				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Provide an effective Alternative Education Program (XIT Secondary School)</p>	2, 9	Superintendent, Principals, Teacher	Graduation rate and passing state exams increase.				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Provide accelerated education program services for all students identified as migrant, dyslexic, 504, homeless or homebound</p>	9	Teachers, Counselor	At-risk student scores increase on state exams.				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>12) Monitor student absences, tardies, and communicate these with the parents.</p>	6	Principal, Teachers	Attendance monitored daily. Parents communicate Required notes				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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Performance Objective 4: 100% students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems.* See District and Campus Technology Plans

Evaluation Data Source(s) 4: STAR technology report survey results.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Seek all available resources to improve and increase technology hardware and software on all campuses.</p>	2	Instructional Technologist, Principal, Teacher(s)	Technology resources available for use.				
<p>Critical Success Factors CSF 1</p> <p>2) Establish and enforce an acceptable use policy for students and teachers using all technology resources.</p>	2	Instructional Technologist, Principal, Teacher(s)	Policy distributed, discussed and signed by teacher and students				
<p>Critical Success Factors CSF 1</p> <p>3) Enhance technology skills of teachers and staff through targeted professional development.</p>	4	Instructional Technologist, Principal, Teacher(s)	Staff PD certificates on file				
Funding Sources: 199 - Local							
<p>Critical Success Factors CSF 1</p> <p>4) Utilize distance learning resources available through Region 16 ESC, online courses, and educational websites.</p>	4	Instructional Technologist, Principal, Teacher(s)	Distance Learning courses log Region XVI learning resource log Calendar of online field trips				
Funding Sources: 199 - Local							
<p>Critical Success Factors CSF 1</p> <p>5) Utilize technology to improve communication with parents and community. District and Campus websites updated monthly Teachers given access to establish classroom websites, blogs</p>	6	Instructional Technologist, Director of Technology, Principal, Teacher(s)	Parent feedback Website hits				

<p align="center">Critical Success Factors CSF 1</p> <p>6) Provide materials for maintenance and repair to all existing technology.</p>	2	Director of Technology, Principal, Teacher(s)	Eduphoria work orders	✓			
Funding Sources: 199 - Local							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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Performance Objective 5: The district and campus will provide appropriate staff development and professional growth for all administration, faculty and staff. 100% of staff will complete required state, district and campus trainings.

Evaluation Data Source(s) 5: Staff training certificates on file in individual teacher folders.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 7</p> <p>1) Provide targeted training for special student populations.</p>	4	Superintendent, Principals	ESC contracts on file. Teacher training certificates on file.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will attend staff development that targets individual needs. All DISD teachers will attend district trainings provided each school year. PD opportunities for staff will target training to improve student achievement</p>	4	Principal, Teachers	Teacher PD certificates on file.				
Funding Sources: 199 - Local							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Provide health and safety training to all staff to provide a safe learning environment for all students.</p>	10	Principal, Superintendent, Fire Chief, School Police Officer	Region 16 training calendar. Teacher certificates on file.				
Funding Sources: 199 - Local							
<p>4) Provide appraisal training for all new staff and one hour update for returning staff. Provide mentors for all new staff.</p>		Mentors, Principals	Teacher training certificates on file.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							









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Performance Objective 6: XIT Secondary School will implement DAEP requirements for DISD. At a minimum 80% of the students will follow mandated DAEP policies.

Evaluation Data Source(s) 6: Graduation rate and test scores will increase meeting standards.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) All students will be served according to their specific needs. XIT will check to make sure that students populations from Sp. Ed. and ESL are not over represented.</p>	2, 9	Principal Teachers	Campus summary reports				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Increase student attendance to 96% by monitoring student absences, tardies and communicating this information to parents and students</p>	9	Principal, Teachers	Monitor daily attendance				
<p>Critical Success Factors CSF 1</p> <p>3) Provide acceleration services to each XIT student so they can complete graduation.</p>	9	Principal, Teachers	Increase percentage of XIT students completing graduation requirements.				
<p>Critical Success Factors CSF 1</p> <p>4) Provide acceleration services to each XIT student along with counseling services for students identified at-risk so they are successful upon returning to the home campus thus reducing recidivism rates.</p>	9	Principal, Counselor, Teachers	Decrease in student recidivism rate.				
<p>Critical Success Factors CSF 1</p> <p>5) Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized district personnel.</p>	9	Principal	Campus summary reports				

<p align="center">Critical Success Factors CSF 1</p> <p>6) The following services will be offered to each student in the PRS Program. It is not required that each student need or use each/every service. Counseling Health Services CEHI Compensatory Education Home Instruction.</p>	9	Counselor, Nurse, Teachers, Principal	Campus summary reports				
<p align="center">Critical Success Factors CSF 1</p> <p>7) The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days or weeks the students receives CEHI.</p>	9	Principal, Teacher	Campus summary reports and logs				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Documentation of each student's participation in the PRS program will be on file with the XIT secondary school. This documentation will include: Verification of pregnancy CEHI teacher's log including dates and times. Copy of ARD and IEP if applicable. PRS entry date and date of delivery Doctor's notes that require either prenatal confinement or extension of the six weeks postpartum period.</p>	9	Principal, Teachers	Campus summary reports CEHI logs				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							











Goal 2: Student Achievement: DISD will provide appropriate instructional services to all students so they can reach high standards, and at a minimum, attain proficiency or better in all 4 core subjects. By using a district-developed protocol, DISD will disaggregate data to identify performance strengths and weaknesses as well as causal factors and develop an outcome-based action plan.

Performance Objective 1: Career and Technology students EOC passing rate will increase by the following percents: ELA 3%, Math 5%, Science 6% and Social Studies 4%. 100% of all students, grades 9-12 will have knowledge of CTE courses and will have access to CTE courses.

Evaluation Data Source(s) 1: Analysis of PBMAS report as regards to CTE students increased passing rates on state exams.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Provide access to CTE education program courses to all eligible students.</p>	9	Counselor, Teachers	CTE courses offered on class schedules.				
<p>Critical Success Factors CSF 1</p> <p>2) Utilize area businesses in an annual review and update of instructional objectives to ensure relevance to current business/industry.</p>	10	CTE teachers, Principal	Mid-year review of programs. Completed work logs. Results of annual program review and update.				
<p>Critical Success Factors CSF 1</p> <p>3) Integrate the CTE programs and the academic program.</p>	10	Teachers, Principal	Meeting records. Written plan for integration. Annual CTE Program				
<p>4) Ensure CTE students have a four year plan showing the coherent sequence they are pursuing.</p>	10	Counselor, Teachers	Mid-Year check of student plans.				
<p>5) Preview PBMAS data elements as they relate to CTE Program.</p>	10	Principal, Counselor, Teachers	Analysis of PBMAS report as regards to CTE students. Participation in CTE programs evidenced by schedules/class rosters.				
<p>6) Provide course offerings in the following areas: Family and consumer sciences Automotive trades Agricultural Sciences Health Science and Technology Law Enforcement</p>	10	Principal, Counselor, Teachers	Number of CTE students with four year plans on file with the counselor.				





<p>Critical Success Factors CSF 1</p> <p>7) Continue to recruit and retain highly qualified CTE staff, including minorities.</p>		Principal, Counselor, Teacher	Positions posted on district website. Fully certified staff hired.				
<p>Critical Success Factors CSF 1</p> <p>8) Ensure that information on CTE programs to parents is provided in the home language to improve home/school communication. Provide opportunities for parents of CTE students to participate in school-sponsored activities.</p>	6	Principal, Counselor, Teacher	CTE program information and school documents online and available upon request available in all languages. School calendar of parent involvement activities. Parent sign in logs.				
<p>Critical Success Factors CSF 1</p> <p>9) Continue to provide CTE programs that lead students to receive professional-level licenses and/or certifications. Continue to provide Career Awareness programs in grades 9-12.</p>	9	Principal, Counselor, Teacher	Courses offered for licensing/certification. Schedules of career awareness programs.				
<p>Critical Success Factors CSF 1</p> <p>10) Provide transition activities so that as Jr. High students enter High School, they are aware of work programs for post-secondary educational opportunities.</p>	10	Principal, Counselor, Teacher	List of transition activities offered. List of students participating in activities.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>11) Conduct a needs assessment and determine the effectiveness of CTE programs. Have students, parents, and teachers complete course surveys.</p>	1	Counselor, Teachers, Principals	Annual evaluation report.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








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Performance Objective 2: Dyslexia and 504 students will increase passing rate by 7% on state-mandated tests (STAAR & EOC). 100% of the students identified with dyslexia or a related disorder will receive appropriate instructional activities.

Evaluation Data Source(s) 2: Evaluation of campus RTI programs.
Increased scores from dyslexia/504 students on state exams.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Identify students with dyslexia or a related disorder. DISD will have a dyslexia teacher trained to give dyslexia screens. If students are identified with dyslexia or related disorders, acceleration classes will be provided.</p>	9	Principals, dyslexia teacher	IAT minutes with dyslexia screening results. List of students receiving services.				
<p>Critical Success Factors CSF 1</p> <p>2) Provide acceleration services or RTI targeted assistance for students who may be eligible under Section 504.</p>	9	Principals, dyslexia teacher	IAT form indicates dyslexia screening of identified students. Class schedules indicating RTI services.				
<p>Critical Success Factors CSF 1</p> <p>3) Provide research-based staff development for teachers of dyslexic students which uses individualized, intensive, multi-sensor, and phonetic methods to teach reading with input from staff.</p>	9	Executive Director of Special Programs. Principals	Training calendars and attendance certificates of staff attending training.				
<p>Critical Success Factors CSF 1</p> <p>4) Provide services for students according to their needs and at his/her campus. Monitor the student's progress and determine student's strengths and weaknesses. Testing data should lead instruction.</p>	9	Principals, Teachers	Progress monitoring testing data show student testing profiles indicating strengths and weaknesses.				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Ensure that teachers of dyslexia students have required certification and/or endorsements.</p>	9	Principals, Teachers	Teacher certification on file in HQ notebooks. Teacher training certificates in personnel folders.				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Provide opportunities for parents of dyslexic students to participate in school-sponsored activities.</p>	6	Principals, Teachers	School calendar of parent involvement activities. Parent sign-in sheets.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							










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Performance Objective 3: The passing rate for STAAR and EOC as taken by ELL students will increase by the following: ELA 10%, Math 7%, Social Studies 6%, and and Science 10%. 100% of all ELL students in need of ESL services will be identified and served.

Evaluation Data Source(s) 3: TELPAS, ESL observation protocols and STAAR & EOC tests show increased scores.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Identify and provide all LEP students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language</p>	9	Principals, Teachers, ESL teachers	Home language surveys in student folders. TELPAS, ESL observation protocols and STAAR & EOC tests show increased scores.				
<p>Critical Success Factors CSF 1</p> <p>2) Administer and supervise all ESL testing and complete TELPAS testing for grades K-12. Collect and rank writing samples for all ESL students in grades K-12 within state testing dates.</p>	9	Principals, Teachers, ESL teachers	State ESL TELPAS testing results show increases. Written annual evaluation of ESL program.				
<p>3) Conduct summative LPAC meeting after testing data has been disaggregated at the end of each school year and decide placement within the ESL program, exit or monitoring status, and then continue RTI class services.</p>	9	Principals, Teachers, ESL teachers	LPAC meeting minutes				
<p>Critical Success Factors CSF 1</p> <p>4) Reduce the percentage of LEP exemptions on the state assessments STAAR, EOC</p>	9	Principals, Teachers, ESL teachers	Reduction of LEP exemptions on state assessments and increase in LEP test scores.				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Provide research-based staff development for teachers and aides targeting staff needs per staff input. Encourage staff to get ESL certification. Provide time for teachers of ESL students to take TELPAS holistic rater training each spring.</p>	9	Principals, Teachers, ESL teachers	Training certificates on file.				
Funding Sources: 199 - Local							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Ensure that LEP students are not overrepresented in special education or underrepresented in GT education.</p>	9	Principals, Teachers, ESL teachers	PBMAS report and standards.				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Ensure that information to parents is provided in the home language. Provide opportunities for parents of ESL students to participate in school-sponsored activities. Train interested parents to serve on LPAC committees.</p>	6	Principals, Teachers, ESL teachers	School calendars list school activities in home languages. Parent activity logs.				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Continue to recruit and retain highly qualified ESL staff including minorities. Encourage all professional staff to get ESL certification.</p>	3	Principals, Teachers, ESL teachers	HQ notebooks on campus. More teachers have ESL certification.				
Funding Sources: 199 - Local							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							









Goal 2: Student Achievement: DISD will provide appropriate instructional services to all students so they can reach high standards, and at a minimum, attain proficiency or better in all 4 core subjects. By using a district-developed protocol, DISD will disaggregate data to identify performance strengths and weaknesses as well as causal factors and develop an outcome-based action plan.

Performance Objective 4: Gifted and Talented (GT) student percent passing will increase by 7% . Percent of GT students scoring Advanced will increase by _____. 100% of all students in need of GT services will be identified and served. Refer to District and Campus GT plans.

Evaluation Data Source(s) 4: PBMAS, STAAR, and EOC test reports show increase in GT students passing rates and increased percent meeting advanced levels.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Update GT campus plans including written policies which include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, appeals of district decisions regarding program placement.</p>	2	GT Teacher/sponsor, Principals, Teachers	Revised GT plans. Agenda, minutes, and sign-in sheets of GT meetings. GT brochure given at registration.				
<p>Critical Success Factors CSF 1</p> <p>2) Continue an annual student nomination process with particular focus on BE/ESL economically disadvantaged, special education, migrant, and minority student nominations and /or placements.</p>	2	GT Teacher/sponsor, Principals, Teachers	Lists and records of student nominations.				
<p>Critical Success Factors CSF 1</p> <p>3) Provide an advanced and challenging curriculum to all GT students in all grades. Provide honors and dual credit courses and implement Honors and Dual credit strategies in all core classes at the secondary level.</p>	2	GT Teacher/sponsor, Principals, Teachers	Classroom teacher's lesson plans show differentiated instruction and higher order critical thinking skills Honors and dual credit courses offered at secondary schools. Records show completion of courses. More students on higher graduation plans.				
<p>Critical Success Factors CSF 1</p> <p>4) Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 1-12.</p>	2	GT Teacher/sponsor, Principals, Teachers	GT Plans for district and campus include three criteria				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Revise and update GT curriculum framework showing depth and complexity including the four core academic areas. Provide opportunities for students to work together as a group, work with other students, and work independently during the school day as well as the entire school year.</p>	2	GT Teacher/sponsor, Principals,Teachers	GT activities/programs on school schedules. Teacher lesson plans/activities offers differentiated instruction and critical thinking activities for GT students in all classrooms.				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Survey staff to determine staff development needs to properly serve GT students. Ensure all teachers who teach GT students have proper certification and or endorsement. (30 hours of initial GT training with 6 hour GT training updates annually)</p>	4	GT Teacher/sponsor, Principals,Teachers	Teacher training certificates in files. Completed teacher surveys				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Conduct an annual evaluation, including surveys of families, students, program staff and other district staff to improve the GT campus program, determine training needs, and to determine the supplies and materials needed for the GT program. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities.</p>	2	GT Teacher/sponsor, Principals,Teachers	Summary report of surveys School calendar of events. Parent participation logs.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							









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Performance Objective 5: Homeless and Migrant students will increase scores to meet standards on state assessments (STAAR & EOC). 100% identified Migrant students will receive services according to Migrant Priority for Services Plan and Migrant Identification and Recruitment Plan. * See also attached Migrant PFS District/Campus Action Plan. 100% of identified homeless students will receive appropriate services according to McKinney Vento Act.

Evaluation Data Source(s) 5: Homeless lists completed with students receiving services. Migrant Annual Report indicates identification and priority of services given.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) District contact person will provide appropriate campus staff and parents the priority for Services criteria and updated NGS Priority for Services reports. Priority for Services criteria will be given Aug. of each school year. Migrant liaison will monthly review student enrollment sheets. Campus secretaries weekly will give student movement forms to migrant staff. Migrant staff will annually train in identification and recruitment. Migrant staff will complete COE's and update migrant student lists. Migrant staff will maintain weekly log of recruiting activities.</p>	9	District Migrant Staff	Weekly student movement forms Weekly log of recruiting activities Annual migrant report.	✓			
Funding Sources: 212 - Migrant Title I, Part C							
<p>Critical Success Factors CSF 1</p> <p>2) Migrant Coordinator will use NGS priority for placements to students in MEP activities. Student profiles indicating a risk of failing will be analyzed using testing data; those student at risk of failing will be placed in appropriate RTI groups per failing subject to accelerate instruction. *Migrant summer programs- Migrant summer school and Building Bridges Early Childhood Program for younger migrant students not yet in school</p>	9	District Migrant Staff	Priority for Services Reports	✓			
Funding Sources: 212 - Migrant Title I, Part C							

<p align="center">Critical Success Factors CSF 1</p> <p>3) Migrant Coordinator will convene a Migrant PAC committee and help supervise district PAC meetings each school year. Discussion at meetings will target migrant programs, parental involvement activities to gain input into planning migrant activities.</p>	6, 9	District Migrant Staff	Minutes and agendas from Migrant PAC meetings.				
Funding Sources: 212 - Migrant Title I, Part C							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Student Family survey form is given to all students each year upon enrollment. This form identifies migrant students and helps determine migrant services the student is eligible to receive.</p>	2	District Migrant Staff	Student Family surveys collected and given to Migrant Recruiter				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Student Residency Questionnaire form is given to all students each year upon enrollment. It meets the law known as the McKinney-Vento Act 42 USC 11434a(2) which is also known as Title X, Part C or the No Child Left Behind Act. These forms are collected to help the school determine the services the student may be eligible to receive.</p>		District Homeless Director	Homeless list completed Homeless students receiving needed services				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							









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Performance Objective 6: Special Education students will increase passing rates on appropriate individual assessments. 100% of all students identified as Special Education will receive appropriate services.

Evaluation Data Source(s) 6: Increase of special education students passing appropriate individual assessments.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Ensure all teachers and aides have the proper certification and/or endorsements and certificates of training required to teach in the special education programs.</p>	3	Executive Director of Special Programs, Principal	Annual review of personnel files. Highly qualified letters sent to parents Teacher/aide certificates on file.				
<p>Critical Success Factors CSF 1</p> <p>2) Provide research-based staff development with input from staff. Provide training to teachers regarding modifying the curriculum for students with disabilities and differentiation of instruction. Provide training to ARD committees.</p>	3, 4	Executive Director of Special Programs, Principal, Teacher(s)	Teacher/aide certificates for annual CPI training, TBSI training, Special Education Training				
Funding Sources: 199 - Local							
<p>Critical Success Factors CSF 1</p> <p>3) Ensure that all students with disabilities have access to the general curriculum. Address CAP/AIM area of need: Least Restrictive environment.</p>	9	Executive Director of Special Programs, Principal, Teacher(s)	Student IEP on file. ARD minutes Student schedules				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Provide opportunities for parents of students with disabilities to participate in school-sponsored activities.</p>	6	Executive Director of Special Programs, Principal, Teacher(s)	Home/School Compact and Parent Involvement documents online District campus website activity calendars District campus notes home				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses. Reduce percentage of special student exemptions from STAAR, TELPAS, and special education testing.</p>	1, 9	Executive Director of Special Programs, Principal, Teacher(s)	CNA updated and reviewed annually by staff/parents. IEP needs identified				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Address special education and speech or language impairment needs of students. Student Handbooks accessible online and upon request outline options and requirements for providing assistance to students who have learning difficulties or need special education services. Notification of special education parent and student rights given in student handbooks. IAT meetings conducted to identify students in need of any special services or further testing. ARDS convene to admit, review or dismiss students in special education services that include resource, speech, lifeskills, BAC, and dyslexia.</p>	6, 8, 9, 10	Executive Director of Special Programs, Principal, Teacher(s)	Sp. Ed. Policies and updates in place. Student Handbooks online Parent registration information sheets for special services on file. IAT and ARD meeting minutes on file.				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Individual Education Plans (IEP) are implemented, revised and reviewed as needed to give identified students intervention services of explicit targeted instruction to accelerate learning.</p>	8, 9	Executive Director of Special Programs, Principal, Teacher(s)	ARD minutes IEP updated.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							









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Performance Objective 7: 100% of students not meeting grade level requirements will receive RTI (Right To Intervention)

Evaluation Data Source(s) 7: Increased passing scores on CBA's, progress monitoring and state exams.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 2</p> <p>1) Ensure school-wide reform strategies address areas of weaknesses as identified in the comprehensive needs assessment. RTI instruction following the tiered model will be implemented.</p>	2, 9	Principals, Teachers	CBA and progress monitoring programs with testing reports to identify students not passing grade level expectations and in need of RTI.				
<p>Critical Success Factors CSF 4</p> <p>2) Provide research based staff development for professional staff and paraprofessionals so all staff can provide RTI services to accelerate student learning.</p>	4	Principals, Teachers	District Staff Development Calendar completed Attendance and Training certificates				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide effective, timely, and additional assistance to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas: especially students furthest away from demonstrating proficiency.</p>	9	Principals, Teachers	Progress Reports Report Cards Parent Portal RTI Documentation				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Coordinate federal, state, and local services and programs and their integration with the school-wide program. Consolidate Title I, Part A services with other educational services such as preschool programs, LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, immigrant children, GT, At-Risk, and dyslexia in order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program.</p>	10	Superintendent, Principals, Teachers	Monthly budget sheets. List of district/campus programs.				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Provide teachers as tutors on a weekly basis for students. Provide extended day/year tutorial services for students not meeting grade level requirements. Migrant Summer School for migrant students ESL summer school for ESL students going into Kindergarten and First Grade SSI summer sessions for students not passing state assessments</p>	9	Principal, Teacher(s)	Tutorial logs Summer School attendance logs Increased student scores on state assessments				
<p align="center">Critical Success Factors CSF 5</p> <p>6) Provide parents information on the level of achievement of their student on state assessments. Provide timely notice to the parent that their child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified.</p>	6	Counselor(s), Principal, Teacher(s)	Assessment letter to parents Parent notice letters sent according to Title I guidelines. Istation Compass Learning				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							











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Performance Objective 8: At-risk students will increase passing rates on state assessments (STAAR & EOC) by 11%. See attached SCE evaluation, budget and FTE charts.

Evaluation Data Source(s) 8: SCE policies and procedures, campus plans, SCE budget and FTE charts.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Determine total amount of SCE funds for the campus/district to use to reduce the dropout and retention rate and improve student performance for at-risk students. Determine total full time equivalents (FTEs). Apply SCE funds to personnel and programs for At-Risk students according to State and Local funding formula</p>	10	Superintendent, Principals	Budget sheets given to campuses. CNA strengths and weaknesses determine fund spending. FTE chart for each SCE budgets and FTE campus charts completed				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Identify students at-risk of being retained (which leads to drop out rate) using state criteria. Provide teachers with the confidential list. Conduct a comprehensive needs assessment to identify areas in which to accelerate student achievement. The teachers then provide RTI services to accelerate at-risk student learning</p>	1, 9	Principals, Teachers	At-risk lists Student testing data profiles CNA with assessment student profiles.				





<p align="center">Critical Success Factors CSF 1</p> <p>3) Provide accelerated, intensive program for at-risk students failing state assessments through tutoring, computer-assisted instruction, extended day, week, year, specialized reading and math program. Accelerated services will be provided to all identified students. Provide RTI programs for students in AEP, expelled, on parole, probation and previous drop-outs.</p>	9	Principals, Teachers	At-risk lists. Student testing data profiles. CNA with assessment student profiles. Schedule of intervention classes with class lists.				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Provide research based staff development for professional and paraprofessional staff, designed to assist students who are at-risk of retention or failing core subjects</p>	4	Superintendent, Principals	Training certificates on file.				
Funding Sources: 199 - Local							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities as listed on campus and district website calendars.</p>	6	Principals, Teachers	District and School activity calendars. Parent participation logs. Minutes/agenda of parent meetings/conferences.				
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>6) Provide teachers as tutors on weekly basis for students not meeting grade level requirements. Make sure struggling students are attending tutorials or RTI services during the school day.</p>	9	Principals, Teachers	Tutoring logs. RTI class listings and student class lists. Increase scores by at-risk students on state assessments and increased course completion leading to increased graduation rates.				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Evaluate the SCE program for effectiveness in meeting the needs of at-risk students.</p>	9, 10	Principals, Teacher	At-risk data collected. SCE annual evaluation.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








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Performance Objective 9: At a minimum, 80% of all Pre-K students will pass early reading readiness assessments in preparation for state assessment tests starting in 3rd grade.
100% of all Pre-K students identified as at-risk will be given RTI services.

Evaluation Data Source(s) 9: Pre-K and Head Start checklists indicating reading readiness individual student performance. Checklists will show an increase in development of all early childhood expectations from the beginning of the year to the end of the year.

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Ensure that all teachers and aides have the proper certification and/or endorsements.</p>	7, 9	Principals, Teachers	HQ notebooks with teacher/aide certifications.				
<p>Critical Success Factors CSF 1</p> <p>2) Provide research based staff development for professional/paraprofessional staff so they can implement strategies with effective teaching techniques for early childhood.</p>	7	Principal, Superintendent	Teacher training certificates				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Provide parent involvement opportunities with input from parents so that parents may participate in school-sponsored activities.</p>	6, 7	Principals, Teacher	District/campus web based activity calendars. Parent sign in logs.				
<p>Critical Success Factors CSF 1</p> <p>4) Provide a balanced Pre-K curriculum that encourages children to be actively involved, experience a variety of activities and materials, and that encompasses the state Pre-K guidelines.</p>	7	Principals, Teacher	Head Start Galileo Curriculum and assessment Program. Curriculum documents and teacher lesson plans on file.				

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Provide activities to ensure a smooth transition for children into the public school, including but not limited to: Back to School Night, classroom visitation, parent involvement activities, Family Fun Fridays. Head Start classes will conduct home visits. The fall home visit will share school documents and policies. The spring home visit will share student growth and performance. Pre-K and Head Start classrooms will participate in a transition day at the end of the school year to visit Kindergarten classrooms and programs.</p>	6, 7	Principals, Teacher	Parent sign-in logs Activity calendars. Transition day schedule.				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) Identify three and four-year-old students through communication to the population in the district with notices in both English and Spanish, including but not limited to: community newspaper, TV and radio stations, flyers at community stores, school marquee and school websites. Conduct several spring registration meetings for Pre-K sign up and Fall registration before school begins.</p>	6, 7	Head Start FSAs Principals, Teachers	Campus website activity calendars announce Pre-K registration dates. Community and school communication resources announce registration dates.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 3: School Climate-Family & Community Involvement: DISD will increase and facilitate all stakeholders (students, staff, parents and community members) to become involved in all school activities. DISD will foster strong partnerships with parents and the community, by embracing family and community needs and diverse cultures.

Performance Objective 1: DISD will increase stakeholders (students, staff, parents and community members) involvement in school planning and activities by at least 10%. Climate surveys will show 10% increase in positive comments.

Evaluation Data Source(s) 1: Parent/Community sign in logs at site-based decision making committees.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 5</p> <p>1) DISD will provide opportunities to celebrate success in academics, character, attendance and student achievement. Award assemblies at the end of the school year.</p>	6	Principal, Teacher(s)	Agenda and notes, sign in logs for each celebration				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide safety awareness education programs for students and parents for bullying, dating violence, sexual harassment and conflict resolution.</p>	2	Principal, Teacher(s)	Schedule of programs on district/campus websites and campus notes and school marquees.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Involve students in peer tutoring within classrooms, across classrooms and across campuses to help peers. Increase parent/community members as volunteers on school campuses</p>	6	Human Resource Director, Principals, Teachers	Increase in number of parent/community volunteers on campuses. Volunteer sign-in logs				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Elective Fair held to inform parents and students of opportunities and pathways.</p>	6	Principals, Teachers, Counselors	Parent sign in sheets. Enrollment records.				









<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Career Fair held to allow Junior and Seniors an opportunity to connect with local employers.</p>	10	Principals, Counselors	Employer's surveys				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Parent, business, and community members will join district and campus planning groups to update and revise school documents.</p>	6	Parents, Principals, Teacher	Sign-in sheets				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Provide ongoing opportunities for parents to join campus planning committees. Maintain and enhance a quality webpage/Face Book page for district, campuses and each teacher so staff, families, community are aware of all school activities and meetings.</p>	6	Principals, Teachers	Parent sign in logs. School web-site hits.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) Continue to implement D-Force, a positive referral system in which students are recognized for making good choices. School will coordinate with local businesses to give awards to students who exemplify excellence.</p>	6	Principal, Local community businesses	Students sign poster when they receive recognition. Student surveys.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: School Facilities, Technology and School Health & Safety: Our school facilities, technology and safety standards will be enhanced and maintained to provide a safe, healthy, drug-free and secure environment conducive to learning, growth, and development.

Performance Objective 1: At a minimum, 80% of all maintenance work orders and facility upgrades will be completed.

Evaluation Data Source(s) 1: Completed work orders on file.

Summative Evaluation 1:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 6</p> <p>1) Custodial and kitchen staff will be outsourced. Contracts for these services will contain the following agreements; Long-term facility and kitchen tasks schedule will be outlined in contract. There will be a custodial and kitchen contact for each campus to improve efficiency.</p>	10	Superintendent, Kitchen and Custodial supervisors DISD business manager.	Teacher Reports Parent reports.				
Funding Sources: 199 - Local							
<p>Critical Success Factors CSF 6</p> <p>2) DISD maintenance department will provide sufficient materials, funds and equipment to accomplish campus scheduled tasks.</p>	10	Maintenance Staff	Completed work orders on file.				
<p>Critical Success Factors CSF 6</p> <p>3) Involve student groups, community and parents in beautification and maintenance of school facilities.</p>	6	Student Councils PTO School Clubs Parents and Students	Service Learning opportunities listed on school calendars.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: School Facilities, Technology and School Health & Safety: Our school facilities, technology and safety standards will be enhanced and maintained to provide a safe, healthy, drug-free and secure environment conducive to learning, growth, and development.

Performance Objective 2: At a minimum 80% of all technology work orders and upgrades will be completed. See DISD Technology Plans and Acceptable Use Policy

Evaluation Data Source(s) 2: Completed Technology Work Orders.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Follow district/campus technology plans to maintain current technology, dispose of out of date/used technology and supply new technology to all classrooms/offices as budget allows.</p>	10	Campus Instructional Technologist, Director of Technology	Technology budget sheets and purchase orders.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Annually conduct technology survey of all DISD staff to ascertain the level of staff technical knowledge and use in the following areas: teaching and learning, educator preparation and development, leadership, administration and instructional support,</p>	10	Director of Technology	STaRchart evaluations				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Provide technology training for staff and students to effectively use technology in the classrooms to enhance instruction and student performance. Utilize the instructional technologist to provide both individual and campus tech trainings.</p>	10	Campus Instructional Technologist, Director of Technology	Schedule of Technology Trainings. Training certificates of staff on file.				
Funding Sources: 199 - Local							
<p>Critical Success Factors CSF 6</p> <p>4) Establish and communicate DISD technology policies to ensure safe use of all technology resources.</p>	10	Principal, Teachers	Signed acceptable use policies.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: School Facilities, Technology and School Health & Safety: Our school facilities, technology and safety standards will be enhanced and maintained to provide a safe, healthy, drug-free and secure environment conducive to learning, growth, and development.

Performance Objective 3: Dalhart ISD will implement new safety policies for bullying, sexual harassment, dating violence and suicide prevention. There will be a 10% decrease in discipline referrals for these behaviors each school year.






Evaluation Data Source(s) 3: Safety trainings on PD calendar and campus calendars.









Parent/staff sign in logs for safety seminars.

Reports of bullying/harassment on file in district office.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 6</p> <p>1) DISD will update annually the Student Code of Conduct and Safety Plans for all school campuses. These plans will be made available to all staff, students and parents online and upon request from any administrative office. Information on how to access these plans will be given upon registration each fall each school year.</p>	6	Principal, Registrar	Requests for school documents Parent sign in sheets at fall registration and student enrollments				
<p>Critical Success Factors CSF 6</p> <p>2) To create a safe school climate, DISD will provide information about agencies that provide crisis intervention, supportive counseling, legal advocacy and other support services for victims and their families. DISD will provide professional training, parent/guardian seminars and classroom presentations on bullying, harassment, violence and sexual violence prevention.</p>	6	Community Services, Counselors, Principals	Calendar of safety Trainings. Presentations on safety trainings. Parent and staff sign in logs for safety seminars				
<p>Critical Success Factors CSF 6</p> <p>3) DISD will ensure the documentation, enforcement of protective orders and school-based procedures for protective orders are completed.</p>		Community Services, Counselors, Principals	Counseling logs Periodic review of court orders.				
<p>Critical Success Factors CSF 6</p> <p>4) Provide immediate counseling services to students experiencing violence, harassment, or bullying.</p>		Counselors	Counseling logs				

<p align="center">Critical Success Factors CSF 6</p> <p>5) Train campus staff in the correct protocol for campus intervention for any safety violation in order to: conduct investigations and assessments, assist victims with safety planning, make appropriate referrals, decide and implement appropriate disciplinary action, monitor compliance of disciplinary action, evaluate and recommend changes in any safety policies or programs, make reasonable effort to protect the due process rights of the alleged perpetrator.</p>	10	Teachers, Principals	Schedule of campus safety trainings.			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) School Health Advisory Council will continue to convene. The duties of SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program which encompass school health services, counseling services, a safe and healthy school environment, recess recommendations and student/employee wellness.</p>	6	SHAC committee members	Programs for Pregnancy and Abstinence Programs for Harassment, Bullying, Suicide Prevention. PE Fitness Gram completed.			
<p align="center">Critical Success Factors CSF 6</p> <p>7) Free & Reduced-Price School Meals Applications will be given each year to all students upon registration or enrollment. According to state guidelines, DISD offers healthy meals every school day. Free nutritious breakfast is offered to all students in grades Pre K-5. Nutritious snacks are offered to all Head Start students</p>	10	Director of Nutritional Services	Free and Reduced applications on file. Breakfast and Lunch menus			
<p align="center">Critical Success Factors CSF 6</p> <p>8) Snack Pack 4 Kids is a program which provides food for children living in an environment where regular nutritious meals may be absent. Snack packs are sent home each Friday or on the last weekly school day.</p>	10	Community Snack Pack Program. Counselor	Weekly lists of delivered Snack Packs.			
<p align="center">Critical Success Factors CSF 6</p> <p>9) Each parent/guardian will complete a confidential health form to maintain a school health record for their child. The forms will be kept on file.</p>	6	Parents, Principal, School Nurse, Teacher(s)	Confidential health forms on file in campus nurse's office.			

<p>10) Each campus will provide a daily health center for students that will provide student health records and health screens. Immunization records will be checked upon enrollment and completed by the first date of attendance. There will be annual vision and hearing screens within 120 days of admission. Children in grades 5-9 will be screened annually for abnormal spinal curvature before the end of the school year. Height and weight records will be updated annually.</p>	10	School Nurse	Confidential health forms on file in campus nurse's office.				
<p>Critical Success Factors CSF 6</p> <p>11) Safety Training Programs will be given to staff annually. Safety and Health Training will be scheduled for students and provided by the school counselors, school nurses and community resources.</p>	4	School Nurse Counselors	Training presentations on campus calendars. Staff training certificates.				
<p>Critical Success Factors CSF 6</p> <p>12) DISD will provide a physical education program that will meet all state requirements and ensure student safety. The PE curriculum will follow national and state standards.</p>	3	PE Teachers	PE lesson plans on file. PE Fitnessgram completed.				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Staff Quality, Recruitment and Retention Plan: DISD will develop, recruit, and retain 100% highly qualified staff and ensure that instruction will be provided by highly qualified teachers.

Performance Objective 1: 100% of all DES teachers and aides will meet highly qualified requirements.

Evaluation Data Source(s) 1: All DISD staff certification documents updated annually and kept on campus in HQ notebooks.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 7</p> <p>1) Provide timely notice that a student has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified.</p>	5	Principals	Letters sent to parents. Teacher plans to become highly qualified on file.				
<p>Critical Success Factors CSF 7</p> <p>2) Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner. Provide mentor teachers.</p>	5	Principals, Teachers	Teacher plans to become highly qualified on file.				
<p>Critical Success Factors CSF 7</p> <p>3) Parents are given Right-To-Know information on teacher certification in school handbooks that are accessible online and upon request</p>	3	Principals	School handbooks online and updated annually.				
<p>4) HQ campus notebooks will be updated annually and include : Teacher /Aide certification documents Teacher/Aide testing and education certificates. Teacher/Aide job descriptions and schedules. Principal HQ report sheets on teachers/aides.</p>	5	Principals	Notebooks on each campus. Principal attestation sheet.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

Goal 5: Staff Quality, Recruitment and Retention Plan: DISD will develop, recruit, and retain 100% highly qualified staff and ensure that instruction will be provided by highly qualified teachers.

Performance Objective 2: DISD will develop a recruitment and retention plan that will ensure that all DSD teachers and aides will be 100% highly qualified.

Evaluation Data Source(s) 2: DISD recruitment and retention plan updated annually.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 7</p> <p>1) Each campus will develop a recruitment and retention plan that describes strategies to employ HQ teachers and ensure all students are taught equitably.</p>	3, 5	Principals	Recruitment and Retention plans completed				
<p>Critical Success Factors CSF 7</p> <p>2) Ensure retention efforts of highly qualified staff are implemented.</p>	3, 5	Principals	Staff remain on campus. Continue to train present staff and encourage in-house sharing and mentoring. Continue walk-through observations and appraisals to ensure effective teaching techniques for all students.				
<p>Critical Success Factors CSF 7</p> <p>3) Provide trainer of trainers to give SBR strategies and training. Provide substitutes so teachers can attend staff development to complete planned coursework to meet highly qualified requirements.</p>	3, 5	Principals	Teacher plans to become highly qualified on file.				
Funding Sources: 199 - Local							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Data analysis of students testing profiles will target areas of greatest instructional needs.
1	1	11	Using district developed protocol, DISD will disaggregate data to identify (strengths and weaknesses as well as causal factors), and develop an outcome-based plan.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Data analysis of students testing profiles will target areas of greatest instructional needs.
1	1	11	Using district developed protocol, DISD will disaggregate data to identify (strengths and weaknesses as well as causal factors), and develop an outcome-based plan.