

**Diboll Independent School District**  
**Diboll High School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

Our mission at **Diboll** High School is to produce responsible, honest, productive citizens eager to enter society. We are committed to providing a quality education for the well being of our students. With the involvement and resources of the entire community, **Diboll** High School will provide the education necessary to meet the challenges of today and tomorrow.

# Vision

Working with all stakeholders to lead our students to develop a clear understanding of responsibility, productivity, and citizenship.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Diboll** High School consists of grades 9 through 12. The student body remains very diverse in race, socioeconomic status, and special populations. Enrollment at the high school continues to be consistent ranging from 510 to 520 students. The ethnic breakdown currently is as follows:

American Indian	>1%	Asian	0%
African American	15%	Hawaiian	>1%
White	30%	Hispanic	53%
Multi Race	1%	ECO	72%
ELL	6.3%		
At Risk	57.2%		
Mobility	13%		

Based on past data, the high school is approximately 72% economically disadvantaged or free and reduced lunch students. The campus houses the life skills unit that currently consists of 7 students with various individual handicaps. Our special education population is 16% or 81 students with 20 students in one or more modified classroom and 9 that are self contained. The number of GT students is 26 with 100% taking one or more dual credit or Pre-AP/AP class(es).

The campus currently consists of 39 faculty, 3 paraprofessionals, 3 secretarial, 2.5 administrators, 2 counselors, 1 nurses aide, 1 athletic director, .5 girls athletic coordinator. The faculty and staff ethnic breakdown is as follows:

<b>Ethnic Group Faculty and Staff</b>	<b>Number</b>	<b>Percentage</b>
White	39	84%
African American	2	4%
Hispanic	6	13%

The campus consist of the following number of core course subject sections, in order to satisfy both state and local curriculum requirements.

<b>Courses offered</b>	<b>Number offered</b>	<b>Percentage</b>
Pre-Advanced Placement	23	11%
Advanced Placement	3	1%
Regular Ed.	68	33%

The campus consists of the following number of career and technology, fine arts, foreign language, and special education courses, in order to satisfy both state and local curriculum requirements.

<b>Course</b>	<b>Number</b>	<b>offered</b>	<b>Percentage of Master Schedule</b>
C&T	63		33%
Fine Arts	9		4%
Languages	15		7%
Other	28		13%

### **Demographics Strengths**

**Diboll** High Schools demographic strength is rooted in the diversity of the community. Our difference in culture, religion, and traditions have made us stronger in our resolve to overcome poverty. This diversity has prompted the school to be more creative in order to provide our students with the tools to give back to the community. Through the use of various funding structures, the district is able to provide the faculty and staff with engaging and focused

professional development. DHS continues to maintain an experienced teaching staff while developing and growing our new teachers to fit the needs of our students.

Based on our community, parent, and student surveys, courses and curriculum are geared to students needs. We have worked hard to be able to further offer many certification opportunities through welding, culinary, and the health science courses.

## **Demographics Needs**

**Diboll** High School has a number of transient students that move in and out of the district. As a result, it becomes difficult to track these students and maintain consistent instruction. Based on the Star Renaissance Accelerated Reader diagnostic report, the overall reading level continues to be between 5th and 7th grade, which directly impacts the following:

- EOC ELA 1 and 2, with overall scores below 60%.
- Writing, which the majority of the scores are 2's and 3's or below.
- ACT scores are below state average for all students by of 14% or 2.5 points.
- SAT scores are below state average by 20%.

## Student Achievement

### Student Achievement Summary

#### Level 2 - EOC First Administration 2016

EOC Exam	All Students	AA	Hispanic	White	Economic Disadvantage
Reading/Writing	56%	27%	51%	76%	50%
Algebra 1	87%	58%	93%	90%	83%
Biology	96%	86%	97%	96%	95%
US History	92%	100%	89%	95%	91%

#### Level 3 - First Administration 2016

EOC Exam	All Students	AA	Hispanic	White	Economic Disadvantage
Reading/Writing	2%	0%	1%	3%	1%
Algebra 1	20%	8%	20%	25%	16%
Biology	13%	15%	7%	20%	9%
US History	21%	8%	23%	23%	15%

#### ACT current scores as compared to state scores

Reading  
DHS 17.9

State  
Average 21

Math 18.5

State  
Average 20.7

### **SAT current scores as compared to state scores**

Reading  
DHS 466

State  
Average 494

Math  
DHS 478

State  
Average 508

### **AP test results and students numbers**



Test	Number of Students	Number Scoring a 3 or 4
Spanish Languages and Culture	1	1
English Languages	2	1
US History	25	3
World History	33	5

### Student Achievement Strengths

DHS student achievement strengths are documented in these areas:

- Math, Science and US History STAAR Level 2 EOC scores for all students remained above state average. Math increased from 84% to 87%, Science maintained at 96% and US History increased from 88% to 92%. An increase in the number of Level 3's reached by students increased in Algebra, Biology and US History by an average of 5 points, as well.
- The number of CTE courses and certifications offered and taken has increased with classes being offered in CNA, phlebotomy, pharmacy tech, welding and cosmetology. The number of students taking dual credit courses through Angelina College has increased from 39 last year to 86 this year.
- 76 students attempted the SAT, ACT, and TSI test with good success.
- Reading levels grew 1 full grade level based on the Star Renaissance AR assessments.
- Students qualified for over \$800,000 in scholarship.
- 6 students qualified for **regionals** in UIL academic areas.
- Both Model UN and Mock Trial (GT programs) placed in the top 10% in their local completions.

## **Student Achievement Needs**

DHS student achievement needs are documented in these areas:

- Learning gap closed amongst African American students in all areas of the STAAR test.

- Reading levels across ethnic groups continues to be an issue. Based on the Star Renaissance Accelerated Reader Assessment reports given at the beginning of the year, the majority of all reading levels continue to be between 5th and 6th grade.
- Writing, editing, and revising continues to be the weakest areas on the EOC STAAR assessment, with the majority of the scores falling between 2's and 3's.
- UIL academic participation continues to be low.

## School Culture and Climate

### School Culture and Climate Summary

DHS maintains a positive and supportive environment in which all stake holders are treated as clients. All adult staff treat students with respect and dignity and the same is expected from the students. Through the nurturing of the faculty, staff, counselors and administration our students are taught tolerance and empathy. Safety is our number one priority. Monthly the campus conducts a series of safety drills. Our office staff is trained to handle visitors, making sure proper protocol is followed in order to maintain a secure building. Administration has made it a priority to be in the hall between classes in order to monitor entrances and exits.

### School Culture and Climate Strengths

Administration and teachers maintain safe and well disciplined classrooms, halls, cafeteria, and assemblies. The community, parents, and students stay well informed through [facebook](#), Skyward call-out alerts, and written communication. We believe in taking pride in our school and community. Students have many opportunities to work with the community and charities through various clubs and organizations.

Students who feel they are being bullied are encourage to let the faculty and staff know of any incident(s). Also, an anonymous alert system is in place on the district website for anyone that is not comfortable speaking to a staff member about such incidents. Any incident(s) filed, whether in person or on-line, will be fully documented, investigated and resolved either through disciplinary measures or counseling.

### School Culture and Climate Needs

DHS will continue to strive for better communication between faculty, parents and community with the most focus in the areas of school emergency procedures, grades, course work and communication with parents. Student time-on-task and timely feedback from faculty, staff, and administration in these areas has been set as a priority for the campus administration team. The campus administration team will continue to work on developing the disciplinary process for things such as tardy students, attendance issues, small disciplinary matters and bullying that frequently persist throughout the school year. Many systemic processes have been either ignored or inconsistently processed. The campus administration will continue to work with all stakeholders to improve all of our systemic processes.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

DHS actively recruits the most highly qualified teachers available by attending jobs fairs and having current teachers assist in recruitment. Faculty and staff are evaluated yearly through various ways.

1. Based on the knowledge and application of district initiatives such and PEAK, Lead4ward, and TEKS Resource System.
2. Through the use of numerous learning walk-through's using the TTESS evaluation system.
3. The overall classroom structure, professional development, and student expectations set forth by the faculty and monitored on a daily basis.

Teachers found to be in need of intervention that do not improve over time and neglect all attempts from administration to develop their ability to maintain the high expectations DHS has for their students, will be released. DHS is committed to maintaining the highest salaries in the area as well as to award teachers with pay raises. Faculty and staff support is vital to the overall health of the school itself. Campus administration will continue to provide faculty and staff with the support needed to be successful and happy.

### Staff Quality, Recruitment, and Retention Strengths

DHS will continue to develop positive relationships within the workplace in order to develop our faculty and staff. New teachers are given a mentor teacher to help with basic computer programs need such as Skyward and TEKS resource system. Each month a tailgate luncheon is held to prompt positive interaction and **comradery** between the administration, faculty and staff. Occasionally, administration will cook out, or purchase various snacks or gifts to boost moral.

## Staff Quality, Recruitment, and Retention Needs

Currently, the ethnic make up of our faculty and staff does not reflect the ethnic make up of the community at large; however, it is slowly moving toward a more realistic reflection of the community make up. Currently, full time faculty and staff are represented by:

39 - White

2 - African American

5 - Hispanic

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Curriculum and instruction is aligned with TEKS and instruction is based on the depth and rigor that is outlined in the TEKS Resource System as well as the STAAR EOC assessments in English, Algebra 1, Biology, and US History. DHS is committed to maintaining high expectations and monitoring each student's progress throughout the year. Teachers are required to prepare lesson plans based on the **Crain** model, "Redneck Lesson Plan" Cycle. Walk throughs are assessed based on the **Crain** Lesson Cycle which includes observing teacher-led, direct instruction or student-led instruction. Teachers are required to post objectives clearly and review that objective throughout the lesson cycle. The practice of bell to bell teaching is the expectation with the teacher directly involved in the instruction. Each 9 weeks, all teachers develop an exam that strategically assesses the TEKS covered during the 9 week period and identified through PLC's. Department meetings each 9 weeks are held to identify students in need of additional tutorials. Students identified as needing an IEP are assigned a caseworker to observe and document progress. Each caseworker is assigned a core subject class to further support **SpEd** students and teachers. TEKS Resource System has been adopted in order to maintain vertical alignment. Teachers can prepare lessons and monitor focus TEKS as they occur on the Year at Glance, also within the TEKS Resource System. Teachers have been trained in PEAK teaching techniques.

### Curriculum, Instruction, and Assessment Strengths

The district continues to use a researched based data gathering tool called "Learning Walks" to help focus campus instruction. The tool is web based and helps the district and campus analyze whether teachers are adequately teaching to the rigor necessary for students to be successful on the STAAR EOC, AP, TSI, SAT and ACT, in order to be college ready. As well, in depth PEAK training was again provided in order to provide teaching tools to achieve higher level thinking skills by using proven classroom management techniques. Teachers have been provided with 3 programs for student assessment, both for formative and summative use. They are as follows:

1. TEKS Resource - provides teachers with unit assessments as well as the ability to create individualized assessments depending on the pace of the instruction.
2. DMAC TAG Program - provides teachers with a large data base to create unit and summative assessments with the ability to use the TEKS program to break down the assessment data for both the individual student(s) and the class in general.

3. Adopted text ancillary materials - Many of the adopted texts provides teachers with a test bank in order to check for understanding in a formative setting and create summative exams to collect data both from individual students and the class at large.

4. The campus continues to provide faculty with on-line tools and supplementary materials for remediation development. Programs such as Study Island, Access.com, SAT/ACT Princeton Review, Measuring Up, and US History review, all serve as review materials.

### **Curriculum, Instruction, and Assessment Needs**

The campus continues to have major needs in all three of these areas:

**Curriculum:** More training in the area of curriculum development is needed in order to get a sense of the overall instructional needs of the school. DHS will continue to use the data collection tools each nine weeks to answer those questions. Further work is needed in the area of TEKS breakdown and rigor development in order to raise the level required for success. This will help with focused instruction.

**Instruction:** DHS continues to struggle with using the tools provided through professional development. PEAK, Lead4ward, and TEKS resources are sparsely utilized within instruction. Specific professional development and the enforcement of the district expectations need to be re-examined each year. The use of technology and the training of our students in this area must be a priority throughout the school year.

**Assessment:** Our need in the area of assessment is mainly related to adequately using our data collection tools in order to collect data to evaluate instruction, determine student weaknesses, and track students in need of RTI.



# Family and Community Involvement

## Family and Community Involvement Summary

DHS is dedicated to both family and community involvement through several opportunities and programs. They are as follows:

- Family and community is encouraged to attend all athletic events, pep rallies, performances, and academic extra-curricular functions both during and after school.
- Families are encouraged to be involved in the learning process of their child through open communication with administration and faculty throughout the school year. Each parent is given the opportunity to access their student's grades through the Parent Portal on the Skyward Grade Book System.
- DHS is committed to community outreach through charity fund raising and direct involvement by the students, faculty and staff.
- Each year Juniors and Seniors at DHS are exposed to mentoring programs in which business leaders conduct seminars on their career showcasing financial and local opportunities.
- Freshman and Sophomores are provided character development instruction concerning dating violence, bullying, and leadership development.
- Athletes are mentored through the **Diboll** Uncommon Man program, which works to build relationships between fathers and sons.
- Junior Symposium invites local business leaders to conduct a mock interview with each student. In turn, students are critiqued on the interview process, and their resume.
- Senior Project is an opportunity that allows students to job shadow a career of interest, then present what was learned to a panel of judges (business leaders). The judges then critique the student's presentation, providing positive feedback in areas of need.
- Junior Achievement is an Angelina County initiative providing direct instruction on finance, personal discipline, and career options.
- DHS is committed to providing accurate and open communication with families and the community at large through the use of a variety of media outlets. They are as follows:

**Facebook** - Family and community can simply "like" the **Diboll** High School page in order to get notifications and updates.

Website - DHS has provided parents and community access to the campus calendar, faculty syllabus and contact information as well as an overview of DHS.

Sky Alerts - Families are communicated with openly through the use of our call-out system. The Sky Alert System can call out information to individual parents as well as the entire school, if needed. Parent's contact information is collected when registration is completed by the parent/guardian at the beginning of each school year.

Newspaper and Local Media - DHS will, from time to time, use the local media to insure all stakeholders have had an equal opportunity to receive important announcements and information.

- Campus Committees and Booster Clubs - DHS will continue to ask local businesses, community members, and parents to participate in campus committees such as, but not limited to, the Campus Improvement Plan Committee.
- Business, Community Mentors and Speakers - DHS enjoys the use of a very willing and open group of business and community leaders to provide students with good advise and instruction through class speeches, Junior Achievement, and senior projects.
- Direct Mailings - From time to time parents will receive direct mailings to inform them of progress reports, class information, and upcoming events as it relates to a current program or event taking place within a certain time frame.
- DHS remains open to our local youth directors, parents, grand parents, and civic leaders and encourages them to check in through the office and be a part of lunch or hall transitions. Our philosophy remains that is does take a group of morally strong role models to raise the children of the 21st century.

## **Family and Community Involvement Strengths**

DHS strengths are as follows:

1. Great care has been made in developing and maintaining a healthy partnership with parents and the community. The use of the brain-trust within the **Diboll** community is utilized and appreciated.
2. The diversity of our parents and community has made a large difference in the development of the way our students view themselves and the world at large.

3. The innovations and efforts of our community to find their place in the education process, such as Junior Achievement, Junior Symposium, Mentoring, character development instruction, and Senior Project programs have been excellent.

### **Family and Community Involvement Needs**

DHS needs to continue to strive for better communication with the parents and community it serves. By doing so, an open and healthy trust and relationship will continue to be established. We realize that DHS should mirror the moral values of the community with the ultimate goal of producing a well rounded and educated contributor of the community. This is only accomplish with open an honest dialog between all stakeholders. New innovations in the areas of developing work ethic, strategic focus, and higher educational rigor must be made the priority in all of the programs developed between those partnerships.

## School Context and Organization

### School Context and Organization Summary

The contextual and organizational summary of DHS involves the way in which the governance of the school is implemented and the overall opportunities and/or restraints on the education process. These four main systems were considered:

1. Financial or budget distribution systems: This addresses the way faculty request and receive monies for instructional purposes. Overall the system encourages faculty to order any necessary materials when the proper forms are processed. This system can move slow do to procedures; however, the system is sound and monies generally are not withheld due to deficiencies or non approval.
2. Logistical and safety systems: The logistical and safety systems deal with the way students enter the building, transition in the halls and other areas of the building, handle scheduled instructional time, and react during emergency procedures. Overall the transitions are orderly. Faculty and staff have been properly trained in emergency procedures which include intruder and weather situations. Parents and visitors are properly screened before being allowed to enter the building. The system, overall is sound; however, is a work in progress since not all situations can be predicted.
3. Curricular or instructional systems: The curricular and instructional systems involve the planning and implementation of the instruction. The district has made great strides in development of best practice among the faculty at DHS. Lesson planning, instructional techniques, and data disaggregation are addressed each year. The district and campus then expects the faculty to follow through by implementing the tools. Further work must be done to establish ownership and insure that best practice is implemented consistently.
4. Student involvement and social systems: Student involvement and social systems involves the availability of the system to develop and convey the soft skills required for individual development of students; this requires that students have a variety of opportunities to develop moral, ethical, and cooperative skills in order to thrive in a work environment. DHS offers many opportunities to be involved. There is a number of opportunities in the areas of athletics, academics, fine arts, clubs, and various student government organizations of which students can choose. DHS is very sound in this area and will continue to look for new ways the get students involved.

The overall school context and organization provides more opportunity than restriction in the educational process. Also, the restrictions in the sense of safety and instructional expectations are in place to promote opportunity in order to provide our students with the finest education possible.

### **School Context and Organization Strengths**

The strengths in the school context and organization is in the continued improvement within the systems themselves. As we come across a system obstacle, the system is revisited and adjusted. The campus works through the various departments and committees to formulate solutions.

### **School Context and Organization Needs**

The contextual needs of DHS is to develop within the faculty and staff a sense for the school's mission. The idea that even though high school is traditionally divided into departments and programs, the mission is what collectively brings the administration, faculty and staff together. The main ideas of our mission is responsibility, citizenship, and productivity. This year every meeting will begin with the phrase, "Are we getting the job done?"

# Technology

## Technology Summary

DHS encourages the faculty and staff to embrace the use of technology. The campus has over 490 Chromebooks and 3 computer labs available. The campus is always looking for ways to incorporate new techniques in the area of technology. However, professional development is vital to acclimating faculty to the use of technology within curriculum. Students will be issued a Chromebook for the 2016-2017 school year. Our goal is to guide faculty to embrace and utilize Google Classroom, setting the environment to allow the augmentation of instruction rather than just remain on substation as in the SAMR model.

## Technology Strengths

The strength of our technology is our willingness to expand and continue to up-grade our technology infrastructure. Currently, students are able to access the Internet from their own device. Teachers are encouraged to research technology equipment for use in their classroom. The Board of Trustees and DISD administration has committed itself to using technology monies in the purchase of necessary tools. This will allow our students to be exposed to the everyday changing world and workforce.

## Technology Needs

DHS is in the process of accessing the age of our computer equipment. A replacement schedule to update equipment, is being finalized in order to make the most current equipment available for students. The goal of supplying a electronic device to every student, has many obstacles such as logistical issues, availability, and financial consideration. Professional development for every department, both within the Google Classroom platform and other platforms available must take place with faculty and staff throughout the year. Training students, teachers and staff will be the biggest obstacle throughout the first year.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback
- 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



- Budgets/entitlements and expenditures data

# Goals






**Goal 1: Diboll High School will maintain rigorous standards of achievement to prepare students for graduation and post secondary success**

**Performance Objective 1:** All students will show mastery and growth in ELA 1 & 2 STAAR EOC and perform at state level on all post secondary assessments

**Summative Evaluation:** Final Level 2 Standard will increase from 39% (ELA 1) and 14% (ELA 2) at the rate of 5% per year until 2022. Increase in Level 1 of the accountability system. SAT/ACT/TSI scores will increase to state average levels.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>1) Ensure that all adopted and developed Board Policy for the development and management of an aligned, written, taught, and assessed curriculum for 9-12.</p>		Superintendent Principal	All documented policies as it directly impacts the high school campus, and employees			
Funding Sources: 199 - Local Funds						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>2) Continue to develop, meet and discuss with junior high ELA teachers better ways to vertically and horizontally align curriculum.</p>	1, 2	Principals Lead Teachers	Reading assessments, Renaissance Reading assessments, 3 week check points, 9 week exams, lesson plan development			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>3) Use the reading group program to assist students at lower reading levels, offering them the opportunity to read or listen to a full novel on CD or online.</p>	2, 8	Principal, Asst. Principal, Teachers, Librarian	AR star reading test, books completed, students and teacher survey			
Funding Sources: 199-State Comp Ed - \$3500.00						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>4) Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.</p>		Teacher Principal	DMAC Scores Locally developed assessments Walk-throughs			

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>5) Provide professional development for ELA teachers in the areas of lesson planning, ELA TEK understanding, writing techniques, assessment and STAAR EOC strategies.</p>	1, 8, 9	Principal, Faculty, Administration	TEKS resource, walk throughs, Department Head meetings and PLC meetings. Implementation of district initiatives such as PEAK, Crain lesson cycle, and TEKS resource IFD training			
Funding Sources: 199 - Local Funds - \$3000.00, 199-State Comp Ed - \$8000.00						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>6) Students will be provided instructional programs and technology in order to implement more instructional variety and rigor.</p>	1, 9	Principal and Faculty	Edmonton products, Chromebook Apps, Turnitin writing applications			
Funding Sources: 199 - Local Funds - \$3900.00						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>7) Provide professional development to all DHS teachers in the use of rubrics for STAAR composition, EOC short answer, and reading.</p>	1, 9	Asst Superintendent Principals Faculty in ELA 1 and 2.	Student EOC scores Lead4ward check point data DMAC data reports Department Head reports			
Funding Sources: 199-State Comp Ed - \$8000.00, 199 - Local Funds - \$2900.00						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) Implement the use of DMAC Software to generate disaggregated STAAR EOC and benchmark tests.</p>	1, 8	Assistant Superintendent, Principal	DMAC Data reports			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>9) Provide professional development for all P-AP and AP teachers to insure success for all students in advanced academic classes.</p>		Principal, Advanced placement teachers. Asst. Superintendent.	PO and travel documents, sign in sheets, lesson plans, and AP scores.			
Funding Sources: 199 - Local Funds						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>10) Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.</p>		Asst Superintendent Principal Instructional teams	DMAC report growth Lead4ward reports Lesson plans Walk through data			
Funding Sources: 199 - Local Funds						






<p>11) Provide professional development for all AP and P-AP teachers to ensure success for all students enrolled in advanced classes. College Board training required to teach advanced courses.</p>		Asst Superintendent Principal Campus AP and Pre-AP teachers	Score of 3 or better on AP exam Number of students taking the exam Training sign in sheets Travel PO's			
Funding Sources: 199 - Local Funds						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) Continue the use of a common walk through tool and department meetings to develop a common language from research based instructional practices.</p>	2, 3, 8	Asst Superintendent Principal Asst principal Department Heads	Eduphoria ITTESS data 3 week checkpoint data Department Head reports			
Funding Sources: 255 Title II						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>13) Continue to develop reading groups to increase current reading level by 2 or more grade levels.</p>	1, 2, 8, 9, 10	Principal Librarian RTI coordinator Teachers	Star AR Reading diagnostics reports EOC reading scores Individual reading levels DMAC scored reports			
Funding Sources: 199 - Local Funds						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>14) Continue to practice SAT/ACT to increase reading levels to state average.</p>	1, 2, 8	Principal ELA 3 and ELA 4 faculty Department Head	SAT scores increase to state levels ACT scores increase to state levels			
Funding Sources: 199 - Local Funds						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2 CSF 5 CSF 7</p> <p>15) Continue to offer dual credit, Pre-AP and AP programs in English 1 &amp; 2, English 3 AP and English 4 Dual Credit program for all students that qualified for GT services.</p>	1, 2, 3, 4, 10	Principal Faculty District GT coordinator	Master schedule GT students course schedule GT Updates sign in sheets GT 30 hours sign in sheets Community Engagement			
Funding Sources: 199 - Local Funds - \$2900.00						
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** Diboll High School will maintain rigorous standards of achievement to prepare students for graduation and post secondary success

**Performance Objective 2:** All students will demonstrate proficiency on STAAR Math Assessment and perform at state levels on all post secondary assessment

**Summative Evaluation:** Final Level II standard will increase from 54% at a rate of 5% per year until 2022. Increase in index 1 of accountability system. SAT/ACT scores will increase to state levels.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p><b>Federal System Safeguard Strategy</b></p> <p>1) Ensure there is adopted and developed Board Policy for the development and management of an aligned, written, taught, and assessed curriculum for 9-12.</p>	2	Principal	Documentation adoption of policies			
Funding Sources: 199 - Local Funds, 211 Title I						
<p><b>State System Safeguard Strategy</b></p> <p><b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Provide professional development for math teachers in the areas of lesson planning, Math TEK understanding, assessment and STAAR EOC strategies.</p>	1, 2, 4, 8, 9	Asst Superintendent Principal Department Head PLC Math	STAAR EOC scores Lead4ward growth documents DMAC reports 3 week check points 9 week exam data			
Funding Sources: 199 - Local Funds, 211 Title I						
<p><b>State System Safeguard Strategy</b></p> <p>3) Provide tutorials during advisory period, before school, after school, and summer school for students that have failed to meet Level 2 standard on the EOC Exams.</p>	1, 10	Principal Faculty	Number of students not meeting Standard on EOC.			
Funding Sources: 199-State Comp Ed, 211 Title I, 199 - Local Funds						
<p><b>State System Safeguard Strategy</b></p> <p><b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.</p>	1, 2, 4	Asst Superintendent Principal Department Heads	Focus TEKS documents Lesson plans DMAC data reports STAAR report			
<p><b>State System Safeguard Strategy</b></p> <p><b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Implement with fidelity and monitor the effective use of math manipulatives, co-teaching in math for tier 1 instruction, small groups, tracking individual progress through the use of data and math journals.</p>	1, 2, 3, 8	Asst Superintendent Principal Department Heads Faculty	Focus TEKS documents Lesson plans DMAC data reports STAAR report			






<p align="center"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Provide professional development for all AP and P-AP teachers to ensure success for all students enrolled in advanced classes. College Board training required to teach advanced courses.</p>	3, 4, 8	Assistant Superintendent Principal	Travel requests GT updates AP exam scores SAT scores Act scores			
Funding Sources: 199 - Local Funds - \$2900.00, 199 - Local Funds - \$2600.00						
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>7) Continue the use of a common walk through tool that develops a common language from research based instructional practices.</p>	2, 4, 5	Asst Superintendent Principal Department Heads Faculty	Focus TEKS documents Lesson plans Eduphoria walk through data DMAC data reports STAAR report			
Funding Sources: 199 - Local Funds						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.</p>	1, 8, 9	Asst. Superintendent Principal Math Faculty Department Head	DMAC Data Reports EOC STAAR Results Checkpoint reports			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) Continue to offer dual credit, Pre-AP and AP programs in Geometry, Algebra 2, Pre-Calculus, AP Calculus, and Dual Credit programs for all students that qualified for GT services.</p>	1, 4, 8	Principal Faculty District GT coordinator	Master schedule GT students course schedule GT Updates sign in sheets GT 30 hours Sign in sheets Community Engagement			
Funding Sources: 199 - Local Funds - \$54000.00, 199 - Local Funds - \$1000.00, 199 - Local Funds - \$3500.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

**Goal 1:** **Diboll** High School will maintain rigorous standards of achievement to prepare students for graduation and post secondary success

**Performance Objective 3:** All students will demonstrate proficiency on STAAR US History assessment.

**Summative Evaluation:** Final Level II Standard will increase from 51%, at a rate of 5% a year until 2022. Increase in index 1 of accountability system. Student will increase AP World History scores by 25% per year by 2020.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p><b>Critical Success Factors</b> CSF 2 CSF 5 CSF 6</p> <p>1) Ensure that there is an adopted and developed Board Policy for the development and management of an aligned, written, taught, and assessed curriculum for 9-12.</p>	1, 2, 3	Principal	Documented adopted policies			
Funding Sources: 199 - Local Funds, 199-State Comp Ed, 199 CTE, 211 Title I, 199 Gifted/Talented						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Provide professional development for Social Studies teachers in the areas of lesson planning, Social Studies TEKS understanding, assessment and STAAR EOC strategies.</p>	1, 2, 4	Asst Superintendent Principal Department Head PLC Social Studies	Sign in sheets Lesson plans posted Teacher style			
Funding Sources: 199 - Local Funds - \$2900.00, 199 - Local Funds - \$2600.00, 199 - Local Funds - \$1000.00						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.</p>	1, 2, 5	Asst Superintendent Principal Department Head PLC Social Studies	DMAC Data - Lead4ward Focus TEKS documents Lesson Plans addressing focus areas			
Funding Sources: 199 - Local Funds						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Provide summer school, before, during, and after school tutorials for students that have failed to meet Level 2 standard on the EOC Exams.</p>	1, 2, 8	Asst Superintendent Principal Department Head PLC Social Studies	Tutorial list EOC score growth Checkpoint growth 3 weeks, 9 weeks.			
Funding Sources: 199 - Local Funds						

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>5) Continue the use of a common walk through tool that develops a common language based on research based instructional practices.</p>	2, 3, 4	Asst Superintendent Principal Department Heads Faculty	Focus TEKS documents Lesson plans Eduphoria Walk through data DMAC data reports STAAR report			
Funding Sources: 255 Title II						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.</p>	1, 2, 8, 9	Asst. Superintendent Principal Social Studies Faculty Department Head	DMAC Data Reports EOC STAAR Results Checkpoint reports			
Funding Sources: 199 - Local Funds						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) Provide professional development for all AP and Pre-AP teachers to ensure success for all students enrolled in advanced classes. College Board training required to teach advanced courses.</p>	3, 4, 8	Asst. Superintendent Principal ELA Faculty	STAAR EOC scores Lead4ward growth documents DMAC reports 3 week check points 9 week exam data AP exam scores.			
Funding Sources: 199 - Local Funds - \$2900.00, 199 - Local Funds - \$2600.00, 199 - Local Funds - \$1000.00						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) Continue to offer dual credit, Pre-AP and AP courses in World and US history for all students that qualified for GT services.</p>	8					
Funding Sources: 199 - Local Funds - \$54000.00, 199 - Local Funds - \$1000.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						








**Goal 1:** **Diboll** High School will maintain rigorous standards of achievement to prepare students for graduation and post secondary success

**Performance Objective 4:** All students will demonstrate proficiency on STAAR Science Assessments and score at state levels on ACT Science Exam.

**Summative Evaluation:** Final level II Standard will increase from 54% at a rate of 5% a year until 2022. Increase index 1 of state accountability system. Increase students science score to state levels.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Ensure that there is an adopted and developed Board Policy for the development and management of an aligned, written, taught, and assessed curriculum for 9-12.</p>	1, 8	Principal Department Heads Assistant Principal	Documented adoption of policies			
Funding Sources: 199 - Local Funds - \$110285.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide professional development for science teachers in the areas of lesson planning, Science TEKS understanding, assessment and STAAR EOC strategies.</p>	1, 5, 8, 10	Principal Department Heads Faculty	STAAR scores Report cards 3 week check-ups Lesson planning PLC department meetings			
Funding Sources: 199 - Local Funds - \$3000.00, 199 - Local Funds - \$2900.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.</p>	1, 4, 8	Principal Assistant Superintendent	STAAR scores Report cards 3 week check-ups Lesson planning PLC department meetings			
Funding Sources: 199 - Local Funds - \$10385.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Provide summer school, before, during, and after school tutorials for students that have failed to meet level 2 standard on the EOC Exams.</p>	8, 10	Principal Assistant Principal Counselors Summer faculty	Student's attendance sheets			
Funding Sources: 199 - Local Funds - \$10385.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Continue the use of a common walk through tool and department head meetings that develop a common language and supports research based instructional practices.</p>	4	Principal Assistant Principal	Eduphoria reports			
Funding Sources: 255 Title II						
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.</p>	1, 8	Principals Department Heads	Department Head Reports			
Funding Sources: 199 - Local Funds - \$10385.00						






<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Provide professional development for all AP and Pre-AP teachers to ensure success for all students enrolled in advanced classes, and Robotics. College Board training required to teach advanced courses.</p>	4	Principals AP/Pre-AP Faculty	Travel documents AP scores			
<p align="center">Funding Sources: 199 - Local Funds - \$2900.00</p> <p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 1:** Diboll High School will maintain rigorous standards of achievement to prepare students for graduation and post secondary success

**Performance Objective 5:** Students will demonstrate proficiency in the state accountability index 4 standard post secondary readiness.

**Summative Evaluation:** Students continue to increase post secondary readiness standards in 2 or more subjects by 5% per-year, provide dual credit, AP, coherent sequences, and CTE plans for all students.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Develop personal graduation plans for all students that focus on completing coherent sequences based on endorsement programs provided.</p>	4, 6, 10	Principal ECHS Principal Counselors Faculty	Master schedule Student report cards Career Crusing			
Funding Sources: 199 - Local Funds, 211 Title I						
<p><b>Critical Success Factors</b> CSF 2 CSF 5 CSF 6 CSF 7</p> <p>2) Continue to utilize professional consultants to assist with professional development such as Career Investigation, use of technology, and CTE program partnerships with local and nationally based companies.</p>	4, 8	Principal Counselors CTE Faculty CTE coordinator	Curriculum documents Student travel documents Master schedule PD sign in sheets			
Funding Sources: 199 - Local Funds						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>3) Continue the use of a common walk through tool that develops a common language that supports research based instructional practices.</p>	4					
Funding Sources: 255 Title II						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Learning walks conducted 3 to 6 times per teacher, per 9 week period in order to monitor instruction, pacing and rigor level throughout the school year.</p>	2, 8	Principal CTE Department Head CTE Faculty	DMAC Assessment data Department Meetings			
Funding Sources: 199 - Local Funds						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Continue to provide instruction and benchmarks to prep for SAT, ACT, and TSI.</p>	1, 2, 8, 9	Principal Department Heads Faculty	DMAC 3,6,9 week check points Teacher locally made assessments			
Funding Sources: 199 - Local Funds						
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>6) Continue to work with chronically absent students in order to increase attendance rate to 96% and dropout rates below 3%.</p>	1	Principal Assist Principal Campus Truancy Officer	Attendance Rate PIEMS			
Funding Sources: 199 - Local Funds						

<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6  7) Continue to attend College Career days and recruit via various media avenues quality academic and CTE faculty.	3, 4	Superintendent Assistant Superintendent Superintendent Principal	College career day registration District website posts Facebook posts Media Posts			
	Funding Sources: 199 - Local Funds					
8) Continue to offer credit recovery through credit recovery software and Stubblefield learning center.	8, 10	Principal Counselors RTI coordinator Faculty	E2020 reports Stubblefield PIEMS reports			
	Funding Sources: 211 Title I					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** **Diboll** High School will maintain rigorous standards of achievement to prepare students for graduation and post secondary success

**Performance Objective 6:** Provide all students with the opportunity to explore college and career options, financial aide, and job interview skills through the use of Junior achievement, senior projects, business symposium, Career Cruising and Problems and Solutions courses.






**Summative Evaluation:** 100% of all Students must complete a resume, Junior Achievement, and a senior project.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p><b>Critical Success Factors</b> CSF 3 CSF 5</p> <p>1) Senior students will complete a senior project requiring them to research a career. Research will be through job shadowing. They will present their findings in front of a panel of community leaders.</p>		Principal Senior English teacher Counselors	Presentation Job shadow experience Presentation to community panel			
Funding Sources: 199 - Local Funds						
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) 9th and 10th grade students will undergo training from Junior Achievement.</p>	6	Principals Counselors Junior Achievement volunteers	Junior Achievement curriculum			
Funding Sources: 199 - Local Funds						
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Juniors will create a resume, cover letter, attend a symposium, and be interviewed by local business owners and community members.</p>	6	Principal Counselors	Symposium attendance rosters			
Funding Sources: 199 CTE, 199 - Local Funds						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 2: Diboll High School will manage the resources provided by taxpayers in an efficient and responsible manner.**

**Performance Objective 1:** Students participating in advanced Career and Technology Education courses will receive or be eligible for certification and/or licensing.






**Summative Evaluation:** Advanced course rosters and number of students completing the advanced course certification or licensing requirements.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>1) Coordinate a budget with the faculty, counselors, assistant principal, and CTE department to assist in efficient use by all programs.</p>	2, 10	Principal, Counselor, CTE Faculty	Number of Certifications			
Funding Sources: 199 - Local Funds, 199-State Comp Ed, 199 Gifted/Talented						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>2) All purchase orders and travel requests will be checked in order to determine best price and need.</p>		Principal Principal Secretary Department Heads Faculty	Budget reports			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>3) Continue to evaluate expand or eliminate all programs that require stipends.</p>	1, 2, 10	Principal Asst Principal	End of each school year evaluate campus needs for program expansion or deletion.			
Funding Sources: 199 - Local Funds						
<p align="center">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3: Diboll High School is committed to the effective recruitment, development and retention of staff to maximize student achievement.**

**Performance Objective 1:** Competitive compensation packages, a quality professional development program, Professional Learning Communities and opportunities for teacher leader roles will be implemented to assist in retaining highly qualified staff.






**Summative Evaluation:** Exit surveys, retention rates, and sanctification survey.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>1) Continue to support department meetings (PLC) and campus professional development.</p>	3, 4	Principal Assistant Principals Department heads	Satisfaction survey Department Head meeting sign in Professional development reports			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>2) Continue to evaluate teacher needs, interests, and talents to ensure that they have been placed in the right position to best serve our students</p>	3, 4	Principal Assistant Principal	Retention rates Teacher assignment			
Funding Sources: 199 - Local Funds						
<p>3) Attend teacher job fairs throughout the year.</p>	3	Principal District Administration	Faculty Demographics Student assessments			
<p>4) Continue to monitor high needs areas and assist the district in the development of competitive compensation plans</p>	3	District administration Principal	Retention rates Faculty demographics			
<p align="center">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 4: Diboll High School will develop collaborative partnerships with parents and the community to maximize students for graduation.**

**Performance Objective 1:** Provide students with access to local business leaders and public speakers in order for them to receive exposure to career opportunities within and outside the community.

**Summative Evaluation:** Number of college trips, Junior Achievement speakers, senior project presentations, and professional speakers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
1) DHS will utilize and partner with the community and parents in order to continue to provide skill development required to be a productive citizen through the use of mentoring, Junior Achievement, and senior project		Principal Counselors Support staff	Student and parent surveys High School Calendar			
<p><b>Critical Success Factors</b> CSF 3 CSF 5</p> 2) Continue to maintain <span style="background-color: #f08080;">Facebook</span> , web sites, and parent notifications in order to improve campus communication to parents and community	6	Principal Assistant principal Counselor Support Staff	<span style="background-color: #f08080;">Facebook</span> post - number of likes Parent responsiveness Teacher contact logs			
Funding Sources: 199 - Local Funds						
<p><b>Critical Success Factors</b> CSF 5</p> 3) Continue to provide parent information nights on SAT/ACT and post secondary information.	6	Principal Counselors	Parent sign in sheets Meeting notification			
Funding Sources: 199 - Local Funds						
<p><b>Critical Success Factors</b> CSF 5</p> 4) Conduct attendance committee meetings for those students and their parents that have exceeded the maximum number of days out per semester.	2, 6	Principal Truancy officers Attendance committee Counselors	Attendance Rates			
Funding Sources: 199 - Local Funds						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








**Goal 5: Diboll High School is committed to making our school a safe place for our students, staff, and community to ensure a safe and orderly environment conducive to learning for all students.**

**Performance Objective 1:** DHS is committed to making a safe place for our students, staff, and community to ensure a safe and orderly environment conducive to learning for all students.






**Summative Evaluation:** The Safe Schools Plan will be implemented with fidelity throughout the campus and training on safety and security will be provided.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
1) Schedule emergency drills to demonstrate student and teacher knowledge of emergency procedures in case of fire, intruder, local lock down, or weather.		Principal, SRO, Assistant Principal	Drill schedule and report.			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6</p> 2) Maintain video cameras throughout the building, inside and outside, in order to collect critical evidence in any case of harassment, rape, assault, violent act, theft, or threat of violence.		SRO, Principal, Asst. Principal, Technology Director	Camera footage			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> 3) SRO will patrol the campus periodically throughout the school day.		Principal SRO	Log sheets Security reports			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> 4) Periodic walkthrough with Maintenance Director, police department, and fire department to check the building.	10	Principal Assistant principal	Emergency drills Police and Fire Department walkthroughs Maintenance walkthroughs			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> 5) Continue to conduct random searches with a drug dog.		Principal Assistant Principal SRO	Drug Dog search reports			
Funding Sources: 199 - Local Funds						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> 6) Provide the following professional development to staff: discipline management, bullying, suicide prevention, conflict resolution, dating violence, violence prevention, sexual abuse of children, crisis prevention, Crisis Response Team training, hazardous materials and <span style="background-color: red; color: white;">bloodborne</span> pathogens, sexual harassment, pest management, CPR and AED procedures, and infectious disease.		District Administration Principal Assistant Principal SRO	Training sign sheets Professional development certificates			
Funding Sources: 199 - Local Funds						

<b>Critical Success Factors</b> CSF 6  7) Implement programs on campus to address misbehavior and improve coping skills using CPI training. In addition, anger management classes will be provided.	4	Principal Assistant Principal Campus Special Ed coordinator	CPI training certificates			
	Funding Sources: 211 Title I, 199 - Local Funds					
8) Continue to closely monitor attendance on all students, individually and collectively, in order to communicate with parents and the community.	2, 6	Principal Assistant Principal Truancy Staff	Attendance rate Parent contacts Attendance meeting minutes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






**Goal 6: Diboll High School is committed to providing and using modern technology in education such as technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.**

**Performance Objective 1:** Technological systems and processes will be implemented that maximize teaching and learning, enhance professional practices, provide seamless technology integration and learning opportunities, support administrative and operational functions, and provide a supportive infrastructure.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews					
				Aug	Jan	Mar			
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Ensure that technology applications are implemented through cross curricular efforts by providing all students a Chromebook to use throughout the school day and to take home for homework and projects.</p>	2, 4	Principal District Technology Director Librarian Faculty	Chromebook distribution records Class projects and instruction						
				Funding Sources: 199 - Local Funds					
				<p>2) Require all 10th grade students to take Business Information Management for the purpose of exposure to Microsoft products such as Word, Excel, PowerPoint, and Adobe Acrobat programs.</p>	Principal Counselors Faculty	Master schedule			
Funding Sources: 199 - Local Funds - \$3000.00									
<p>3) Provide all teachers with classroom technology to ensure they have basic technology needs met.</p>		Principal Technology Director	Each classroom will have: Computer Document camera Mounted projectors Screen						
				Funding Sources: 199 - Local Funds					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>									

**Goal 7: Diboll High School will promote and enhance two way communication among staff and our community to maximize success for all students.**

**Performance Objective 1:** Develop and implement effective and timely internal and external communication processes and opportunities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Aug	Jan	Mar
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>1) Provide effective, clear and timely communication (English and Spanish) regarding district and campus programs, meetings, activities, operations and leadership within and among all departments and schools through a variety of media including the DHS website, <span style="background-color: #f08080;">Facebook</span>, Twitter, blogs, newsletters, e-mail, newspapers and radio.</p>		Principal Assistant Principal Counselor	Communication surveys and archives of communication items will be available for review and show satisfaction with the level of district and campus communication.			
<p>2) Maintain, publish and train personnel on district procedures for communicating activities, events, weather/natural disasters, urgent, non life threatening situations, disaster/life threatening situations and other special circumstances.</p>		Principal Assistant principal	Published district procedures, training logs, agendas and sign in sheets will be available for review. 100% of DISD employees will be trained in district communication procedures.			
<p align="center">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Continue to develop, meet and discuss with junior high ELA teachers better ways to vertically and horizontally align curriculum.
1	1	4	Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.
1	1	5	Provide professional development for ELA teachers in the areas of lesson planning, ELA TEK understanding, writing techniques, assessment and STAAR EOC strategies.
1	1	6	Students will be provided instructional programs and technology in order to implement more instructional variety and rigor.
1	1	7	Provide professional development to all DHS teachers in the use of rubrics for STAAR composition, EOC short answer, and reading.
1	1	8	Implement the use of DMAC Software to generate disaggregated STAAR EOC and benchmark tests.
1	1	10	Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.
1	1	12	Continue the use of a common walk through tool and department meetings to develop a common language from research based instructional practices.
1	1	15	Continue to offer dual credit, Pre-AP and AP programs in English 1 & 2, English 3 AP and English 4 Dual Credit program for all students that qualified for GT services.
1	2	2	Provide professional development for math teachers in the areas of lesson planning, Math TEK understanding, assessment and STAAR EOC strategies.
1	2	3	Provide tutorials during advisory period, before school, after school, and summer school for students that have failed to meet Level 2 standard on the EOC Exams.
1	2	4	Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.
1	2	5	Implement with fidelity and monitor the effective use of math manipulatives, co-teaching in math for tier 1 instruction, small groups, tracking individual progress through the use of data and math journals.
1	2	7	Continue the use of a common walk through tool that develops a common language from research based instructional practices.
1	2	8	Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	3	2	Provide professional development for Social Studies teachers in the areas of lesson planning, Social Studies TEKS understanding, assessment and STAAR EOC strategies.
1	3	3	Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.
1	3	4	Provide summer school, before, during, and after school tutorials for students that have failed to meet Level 2 standard on the EOC Exams.
1	3	5	Continue the use of a common walk through tool that develops a common language based on research based instructional practices.
1	3	6	Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.
1	3	7	Provide professional development for all AP and Pre-AP teachers to ensure success for all students enrolled in advanced classes. College Board training required to teach advanced courses.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Continue to develop, meet and discuss with junior high ELA teachers better ways to vertically and horizontally align curriculum.
1	1	4	Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.
1	1	5	Provide professional development for ELA teachers in the areas of lesson planning, ELA TEK understanding, writing techniques, assessment and STAAR EOC strategies.
1	1	6	Students will be provided instructional programs and technology in order to implement more instructional variety and rigor.
1	1	7	Provide professional development to all DHS teachers in the use of rubrics for STAAR composition, EOC short answer, and reading.
1	1	8	Implement the use of DMAC Software to generate disaggregated STAAR EOC and benchmark tests.
1	1	10	Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.
1	1	12	Continue the use of a common walk through tool and department meetings to develop a common language from research based instructional practices.
1	1	15	Continue to offer dual credit, Pre-AP and AP programs in English 1 & 2, English 3 AP and English 4 Dual Credit program for all students that qualified for GT services.
1	2	1	Ensure there is adopted and developed Board Policy for the development and management of an aligned, written , taught, and assessed curriculum for 9-12.
1	2	2	Provide professional development for math teachers in the areas of lesson planning, Math TEK understanding, assessment and STAAR EOC strategies.
1	2	4	Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.
1	2	5	Implement with fidelity and monitor the effective use of math manipulatives, co-teaching in math for tier 1 instruction, small groups, tracking individual progress through the use of data and math journals.
1	2	6	Provide professional development for all AP and P-AP teachers to ensure success for all students enrolled in advanced classes. College Board training required to teach advanced courses.
1	2	8	Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	2	9	Continue to offer dual credit, Pre-AP and AP programs in Geometry, Algebra 2, Pre-Calculus, AP Calculus, and Dual Credit programs for all students that qualified for GT services.
1	3	2	Provide professional development for Social Studies teachers in the areas of lesson planning, Social Studies TEKS understanding, assessment and STAAR EOC strategies.
1	3	3	Provide data review protocols and training using the Lead4ward and DMAC reports to monitor and adjust curriculum delivery and intervention.
1	3	4	Provide summer school, before, during, and after school tutorials for students that have failed to meet Level 2 standard on the EOC Exams.
1	3	5	Continue the use of a common walk through tool that develops a common language based on research based instructional practices.
1	3	6	Develop and implement common assessments for use each 3, 6, and 9 weeks to gather data for diagnostic and prescriptive purposes.
1	3	7	Provide professional development for all AP and Pre-AP teachers to ensure success for all students enrolled in advanced classes. College Board training required to teach advanced courses.



# State Compensatory

## Personnel for Diboll High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Connie <b>Minshew</b>	Sp. Ed		
David <b>Minchew</b>	Sp. Ed		

## 2016-2017 Campus Improvement Committee

Committee Role	Name	Position
Administrator	John Clements	
Business Representative	Richard Nelson	
Business Representative	Crystal Williams	
Classroom Teacher	Charla Jones	
Classroom Teacher	Olivia Fant	
Classroom Teacher	Machelle Funderburk	
Classroom Teacher	Danny Montgomery	
Classroom Teacher	Donna Reives	
Classroom Teacher	Ashley Rios	
Classroom Teacher	Clinton Walker	
Community Representative	Justin Barkley	
Community Representative	Rodney Cheshire	
Non-classroom Professional	Connie Minshe	
Non-classroom Professional	Carol Mettlen	
Non-classroom Professional	Josh Slack	
Parent	Keith Dover	
Parent	Amy Whitley	

# Campus Funding Summary

199 - Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$3,000.00
1	1	6			\$3,900.00
1	1	7			\$2,900.00
1	1	8			\$0.00
1	1	9	Travel Budget to meet needs		\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$2,900.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	6			\$2,900.00
1	2	6			\$2,600.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$54,000.00
1	2	9			\$1,000.00
1	2	9			\$3,500.00
1	3	1			\$0.00
1	3	2			\$2,900.00

1	3	2			\$2,600.00
1	3	2			\$1,000.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	6			\$0.00
1	3	7			\$2,900.00
1	3	7			\$2,600.00
1	3	7			\$1,000.00
1	3	8			\$54,000.00
1	3	8			\$1,000.00
1	4	1			\$110,285.00
1	4	2		199-11-6399-29-001-711000	\$3,000.00
1	4	2		199-11-6411-00-001-711000	\$2,900.00
1	4	3		199-11-6399-00-001-711000	\$10,385.00
1	4	4			\$10,385.00
1	4	6			\$10,385.00
1	4	7			\$2,900.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
2	1	1	CTE funds		\$0.00
2	1	2			\$0.00

2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
6	1	1			\$0.00
6	1	2		19911639947001722022	\$3,000.00
6	1	3			\$0.00
<b>Sub-Total</b>					\$297,940.00

**199-State Comp Ed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Books and audio CD's	11-6399.00-001-624024	\$3,500.00
1	1	5			\$8,000.00
1	1	7		199-6399-.00.001	\$8,000.00
1	2	3			\$0.00
1	3	1			\$0.00
2	1	1			\$0.00
<b>Sub-Total</b>					\$19,500.00

**199 Gifted/Talented**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	3	1			\$0.00
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>211 Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	5	1			\$0.00
1	5	8			\$0.00
5	1	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>255 Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	12			\$0.00
1	3	5			\$0.00
1	4	5			\$0.00
1	5	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 CTE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1			\$0.00
1	6	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$317,440.00