

Dalhart Independent School District
Dalhart Intermediate
2015-2016 Campus Improvement Plan

Mission Statement

The mission of the Dalhart Intermediate School is to provide an educational climate in which each student can learn and be successful. The administration and faculty of the Dalhart Independent School District 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 success for each student to obtain 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dalhart Intermediate is a Title I campus and has an enrollment of approximately 235 students. DIS has six sections of 4th grade, and six sections of 5th grade. The demographics are for the 2014-2015 school year as indicated in May 2015. All stats and needs are based upon these students. DIS is 54% Hispanic, 42% White, and 2% Two or more races. Native American, Asian, Black, and Unknown make up the other 2%.

- The campus has identified 19 students who are migrant. Attendance rates have remained about the same. Attendance rate this year is at 95.64%. This year the district implemented an in-town bus route to help increase student attendance. Dalhart Intermediate's student groups include 11% English Language Learners (ELL's), 1% Gifted and Talented, and 9% Special Education. Additionally, 64% are Economically Disadvantaged, and 51% are identified as at-risk.

Demographics Strengths

Dalhart Intermediate has many strengths. Some of the most notable demographics strengths include:

- We have many supportive parents and students who are committed to success.
- Students at DIS are very welcoming of new students regardless of race or ethnicity.
- We continue to utilize the Snack Pack for Kids program to provide our low income students with snacks for the weekends.

Demographics Needs

The following demographic needs are listed in order of importance:

- An increase of students are coming to DIS below grade level in reading and math, and are being referred for Special Education Services.
- Data from the staff survey at the end of the year identifies a need for training to help our ELL students be successful in the classroom.

- Attendance rates continue to remain steady at around 95%. DIS would like to see this increase to around 97%.
- DIS has seen an increase in enrollment of hispanic students and non-English speaking families.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2014-2015 school year, preliminary data shows that DIS met the following targets.

- Index 1 - Student Achievement. Dalhart Intermediate Score: 61 (state target score = 60).
- Index 2 - Student Progress. Dalhart Intermediate Score: 33 (state target scores = 30)
- Index 3 - Closing Performance Gaps. Dalhart Intermediate Score: 26 (state target scores = 28)
- Index 4 - Post-Secondary Readiness. Dalhart Intermediate 29 (state target score = 12)

Dalhart Intermediate did not meet the state standard for Index 3. Closing Performance Gaps. Dalhart Intermediate Score: 26 (state target score = 28)

We know there is much more work to be done. On the 2015 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

- 4th grade reading, 57% scored at the recommended level, and 8% scored at the Level III Advanced.
- 5th grade reading had 80% score at the recommended level, and 17% score at Level III Advanced.
- 4th grade writing had 53% score at the recommended level, and 2% scored at the Level III Advanced.
- 5th grade science had 58% score at the recommended level, and 4% score at the Level III Advanced.
- We do not have math data because there was no standard set due to the new TEKS implementation.

Compared to 2014 data, Dalhart Intermediate saw a decrease in 4th grade reading scores. This decrease occurred mainly among our hispanic population. We also saw a decrease in 4th grade writing scores. Our 5th grade reading and science showed an increase in scores.

Student groups showing weaknesses were the ESL, ECD and Special Education.

One focus for Dalhart Intermediate is the variance between the highest and lowest scores among student groups. Note the highest and lowest scores below:

- 4th grade reading: 74% White; 46% Hisp. and 100% Sped; 14% ELL
- 4th grade writing: 62% White; 46% Hisp. and 14% ELL
- 5th grade reading: 84% White; 77% Hisp. and 72% ECD; 50% Sped and ELL
- 5th grade science: 74% White; 47% Hisp. and 100% Sped.; 13% ELL

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for

each individual student and by each standard. Individual students will be targeted for intervention and acceleration.

The goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education and ELL student groups. We will also focus on the gap between the white and hispanic groups.

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2015 STAAR data reveals that ELL students score significantly below all other student groups in 4th and 5th grade. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for ELL Students.
2. 4th grade 2014 STAAR scores in reading are significantly lower than scores in grade 5. The root cause is that the RtI structure needs to be strengthened including additional professional development provided for teachers and paraprofessionals.
3. 2015 STAAR data reveals there is a gap between Hispanic and White students in 4th grade reading and 5th grade science. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Hispanic Students.
4. 2015 STAAR data reveals that ECD students score significantly below all other student groups in 4th grade reading and writing, and 5th grade Science. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for ECD Students.

School Culture and Climate

School Culture and Climate Summary

One of the core beliefs at Dalhart Intermediate is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Our campus motto is "PRIDE". Students are taught to take pride in their education. They are taught to be Prepared, Responsible, have Integrity, be Dedicated and strive for Excellence. Students are taught routines and procedures and are expected to follow them.

Teachers and other staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. We implement the components of Fundamental Five into every classroom setting. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

School Culture and Climate Strengths

Dalhart Intermediate celebrates these strengths:

- Our student survey reveals that students feel the PRIDE Framework is fair and appropriate.
- The student survey reports that 91% of students feel safe at school.
- The teacher survey data states that teachers feel empowered and valued. They also feel that Dalhart Intermediate School is a great place to work

School Culture and Climate Needs

The following needs are prioritized:

1. Our student survey reveals that students feel that bullying is a problem at DIS. The root cause is confusion about the definition of bullying.
2. Parent survey reveals that 27% of parents feel that home/school communication is lacking. The root cause is that parents are unaware of the various forms of communication that DIS utilizes on a regular basis.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Dalhart Intermediate School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning.

At the beginning of each school year, teacher and paraprofessional certification is checked. All staff certification sheets are updated from SBEC. Teacher college transcripts and aide graduation transcripts along with testing verification, schedules, job descriptions and highly qualified sheets are updated and placed in campus certification books and kept in each campus office and copies given to the District office. Copies of observations are kept on the PDAS manager and in staff files in each campus office. Job descriptions are updated each year. Copies of all staff development are kept in individual teacher files on each campus, or by each individual teacher. Highly qualified recruitment and retention plans are updated and revised annually for DIS campus.

New teachers attend professional development training through out the year, as well as participate in weekly PLC meetings and monthly staff meetings.

Staff Quality, Recruitment, and Retention Strengths

Data from the Spring 2014 Teacher and Staff Survey identifies the following strengths:

- The Dalhart Intermediate School staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- 100% of the staff are Highly Qualified. 100% of the certified staff have participated in multiple professional development opportunities during this past school year.
- Each grade level team is staffed with at least 2 ESL teachers and all grade level teachers are G/T certified.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.

Staff Quality, Recruitment, and Retention Needs

The following needs are listed in priority order:

1. DIS Teacher Retention rating is at 75%, down from the previous year which was at 89%. The root cause is personal issues affecting teacher retention (some left to be stay-at-home moms, others moved to be closer to family).

2. DIS's teacher demographics indicates a disparity between the Hispanic and White teachers when comparing them to the corresponding student percentages. The root cause is lack of Hispanic applicants applying for teaching positions in Dalhart.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at DIS is guided by the TEKS Resource System scope and sequence, and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information media literacy skills through unit Performance Indicators. Each six weeks, grade level teams map out the specific skills and standards that will be taught for the upcoming six weeks. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at DIS. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are being implemented. By ensuring all grade level skills are taught and that students learn them, Dalhart Intermediate can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Fourth and fifth grade focus on STAAR, iStation, Think Through Math, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies - "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?"

Weekly grade level PLCs are held with the principal. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade level content areas have a common planning time.

RtI committee meetings are held once a month after school. The data from campus assessments are used to identify students that are performing below grade level. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held with the coordinator for RtI and the principal. DIS has incorporated a 45 minute RtI block into the schedule each day. During this time, no new instruction can be introduced, and teachers are working with small groups of identified students.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

Dalhart Intermediate has identified the following strengths:

1. A strong RtI process

2. Planning in PLCs
3. Teachers ability to identify strategies for students in Tier 1 and Tier 2
4. The ability to interpret and use common assessment data to drive instructional decisions

Curriculum, Instruction, and Assessment Needs

The following needs are listed in priority order:

1. A comparison of the performance indicators for each grade level standard and an analysis of STAAR scores and the CBAs identify some gaps in instruction and student achievement. The root cause is a lack of consistently providing instruction at the correct level of rigor.
2. Teachers state that the changes in the new math TEKS have created gaps in students' math skills. The root cause is that many standards are now at new grade levels and the campus needs additional professional development to address this problem.

Family and Community Involvement

Family and Community Involvement Summary

Dalhart Intermediate works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in all languages spoken in school. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We hold parent/teacher conferences twice a year, and as a need arises. We incorporate various technology methods to communicate with parents including Remind 101, and Facebook. We make sure that our routines are consistent, including sending our Take-Home-Tuesday folders every week. We take pride in the fact that parents report our office staff as very parent friendly.

Family and Community Involvement Strengths

Dalhart Intermediate School works to maintain these strengths:

1. Various parent involvement activities and programs such as our Veteran's Day Program, Music and PE Programs, and Parent Conferences
2. A very active Parent Teacher Organization (PTO)
3. Monthly Newsletter

Family and Community Involvement Needs

These needs are listed in order of priority:

1. While parent participation is considered to be strong, an analysis of parent sign-in sheets, etc., reveals that parent involvement is not equal among the parents of all student groups. The root cause may be a perceived language and/or cultural barrier.
2. Parent participation data shows greater participation in activities that are "fun" as compared to activities that support learning and are more "academic." The root cause is not completely defined.
3. The parent survey reports that working parents are unable to participate as much as stay-at-home parents. The root cause is that due to the various working hours and demands of their jobs, working parents cannot always come to school.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Dalhart Intermediate take pride in their school and the school's reputation of success. The perception of DIS among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Dalhart Intermediate's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs, and also the time to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

Dalhart Intermediate is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently.

School Context and Organization Needs

The following need will be addressed during the 2015 - 2016 school year:

1. The campus needs to implement universal screeners and progress monitoring tools to help identify Tier Students for RtI.

Technology

Technology Summary

Dalhart Intermediate is working to place interactive projectors into all content teachers classrooms. This past year we were able to purchase 5 of these projectors. We have seven classrooms for which we need to purchase these projectors. We have a laptop cart and a google chrome cart that can be checked out by classroom teachers for students to use. Our campus also has two computer labs which students utilize at least twice a week.

Each year DIS completes the Texas Education Agency's School Technology and Readiness (STaR) survey to determine progress toward the state's long-range plan for technology. Teachers and campus leadership are asked to rate 4 key areas: (1) Use of technology in teaching and learning; (2) educator preparation and development; (3) leadership, administration, and instructional support; and (4) infrastructure for technology. Teachers feel much more comfortable with integrating technology into instruction and report that their confidence and skills are greatly improved.

Technology Strengths

Dalhart Intermediate has identified these strengths:

1. Two full computer labs are available for students with additional computers in the library.
2. Teachers report increasing skills and confidence with the use of technology.
3. Classrooms are equipped with a variety of current technology.

Technology Needs

Dalhart Intermediate has the following technology need:

1. Interactive projectors need to be purchased and placed in seven classrooms.

Comprehensive Needs Assessment Data Documentation

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

Accountability 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

Employee Data

- Professional Learning Communities (PLC) data

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, at a minimum attaining proficiency or better in all 4 core subjects.

Performance Objective 1: 80% of all students will pass state exams in all tested areas. 100% of DIS teachers will teach all TEKS for their assigned courses.

Summative Evaluation 1: STAAR 2015 and 2016 data will be compared along with CBA data. It is expected that the campus will show higher CBA scores and increased STAAR scores in each student group.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) DIS will conduct a comprehensive needs assessment to make data-driven decisions toward the goal of maximizing student achievement.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Leader: Principal Others: Core subject teachers	<p>1. Implementation - DEIC and campus committees will complete a needs assessment after review of all CNA documents by October of each school year and revise and update the plan throughout the year.</p> <p>2. Impact will be measure by student achievement.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Professional Learning Communities (PLC's) will meet weekly in grade/subject level meetings. Quarterly vertical alignment meetings will occur to align curriculum, and disaggregate testing data.</p>	2, 4, 8, 10	Leader: content teachers Others: Principal, Superintendent	<p>1. Implementation - Minutes of campus PLC meetings will document alignment of TEKS and data disaggregation.</p> <p>2. Impact will be measured by an increase in student engagement in classroom activities, and the improvement of assessment scores.</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Universal Screeners and progress monitoring tools will be utilized by content teachers and the interventionist to identify and serve our RtI students.</p>	1, 2, 8, 9, 10	Leader: RtI Coordinator Others: RtI committee, classroom teachers, principal	<p>1. Implementation - Universal screeners in math and reading will be administer the first week of school to identify Tier II and III students for RtI. Students will be put into a 45 minute RtI block to address their needs. Progress monitoring tools will be used to assess if the interventions are working or not.</p> <p>2. Impact will be measure by the number of students being referred to RtI. This number should decrease with if we implement the RtI program with fidelity.</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Data analysis of students testing profiles will target areas of greatest instructional need.</p>	1, 2, 8, 9, 10	Leader: Classroom teachers	<p>Implementation - CBA's with high rigor questioning will be utilized to identify content mastery or if reteach is needed. Benchmark assessments will be given in late January, and early Feb. in the tested subjects to identify and target specific TEKS for the STAAR.</p> <p>Impact will be measured by the number of students needed after school tutorials or interventions will decrease from last year.</p>				
<p>Critical Success Factors CSF 7</p> <p>5) DIS will continue to work toward hiring, retaining, and developing a highly qualified staff.</p>	3	Leader: Superintendent Others: Principal	Implementation: All DIS staff will meet the state Highly Qualified requirements. Highly Qualified Notebooks will be kept on each campus.				
<p>Critical Success Factors CSF 1</p> <p>6) Utilize technology to improve curriculum and communication with students, staff, parents, and community.</p>	2, 10	Leader: Principal Others: Teachers, technology staff	<p>Implementation: Remind 101, campus Facebook page, along with district and campus websites will be used to keep parents, staff, students, and community updated on school related news and activities.</p> <p>Impact: Impact will be determined by the number of website hits, Facebook reaches, and signs-ups for Remind 101</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) Campus professional development will be targeted to improve student achievement. Individual teachers will attend staff development that targets self-determined needs.</p>	7	Leader: Superintendent and Principal Others: Teachers	<p>Implementation: Strategies from professional development will be implemented and documented through teacher observations and walk-throughs.</p> <p>Impact: Student achievement will increase.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Using district designed protocols, DIS will disaggregate data to identify strengths and weaknesses as well as causal factors, and develop an outcome based plan.</p>	8, 9	Leader: Principal Others: Teachers	<p>Implementation: A minimum of 5 CBA assessments will be given to students throughout the year. Data will be entered into DMAC and disaggregated to identify needs.</p> <p>Impact: Teachers will identify areas that need to be re-taught, and learner outcomes will improve.</p>				
<p> = 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, 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.

Summative Evaluation 2: There will be in increased number of students scoring higher on state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) Increase the overall percentages of scores on STAAR for 4th and 5th grade, increase TELPAS for ELL students, and I-Station reading inventory will be above the state average to meet grade level expectations.</p>	9	<p>Leader: Principal</p> <p>Others: Teachers</p>	<p>Implementations: Opportunities for staff to be trained in TELPAS, preview and disaggregate previous STAAR data. Students will have weekly opportunities to work on I-Station.</p> <p>Impact: Student STAAR scores will be above state average, and TAPR campus report will be Met Standard.</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Provide enrichment opportunities in all core subjects.</p>	3, 9	<p>Leader: Principal</p> <p>Others: Teachers</p>	<p>Implementation: differentiated lessons will utilized in classrooms to enhance student learning.</p> <p>Impact: The percentage of students scoring at the Advanced Level III on STAAR will increase.</p>				
<p>Critical Success Factors CSF 1</p> <p>3) Incorporate all levels of DOK questioning and HOTS to help students reach the Advanced Level III on State exams.</p>	2, 3	<p>Leader: Principal</p> <p>Others: Teachers, interventionist</p>	<p>Implementation: Staff development on Depth of Knowledge and Higher Order Thinking SKills</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Field trips, educational websites and other activities that target career education will be integrated into the curriculum.</p>	2	<p>Leader: Principal</p> <p>Others: Teachers</p>	<p>Implementation: involve community members to help with career educations such as representatives from local banks, dairies, etc.</p> <p>Impact: Students will be exposed to a variety of career oriented activities to help prepare them for post-secondary readiness.</p>				
<p> = 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, at a minimum attaining proficiency or better in all 4 core subjects.

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 sub-populations will be less than 5%. Attendance for all students and student sub-populations will be greater than 96%.

Summative Evaluation 3: Decrease in retention rates. Increase in campus attendance, and less truancy reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Review and implement the discipline management plan and student code of conduct to maximize positive student behavior.</p>	2, 6, 9	<p>Leaders: Discipline Committee Members</p> <p>Others: Principal, teachers</p>	<p>Implementation: BOY send home parent compact which outlines the student discipline plan. Practice routines and procedures with students, and focus on positive behavior interventions.</p> <p>Impact: A decrease in discipline referrals to the office.</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Provide intervention and other educational acceleration programs for students identified as at-risk.</p>	9	<p>Leader: Interventionist</p> <p>Others: Principal, classroom teachers</p>	<p>Implementation: BOY, MOY, and EOY universal screeners to identify at-risk students. PProgress monitoring every two weeks.</p> <p>Impact: Increased state assessment scores for students identified as at-risk.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Increase campus attendance rate to 96% or better by monitoring student absences and tardies</p>	9	<p>Leader: School Secretary</p> <p>Other: Teachers, Principal</p>	<p>Implementation: Run daily attendance reports and contact parents daily for students that are absent. Create an incentive to encourage students to attend school such as a weekly spirit stick for the class with the highest average attendance.</p> <p>Impact: Student attendance rates will increase.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Establish a Health Advisory Committee to coordinate programs and activities targeting comprehensive student health.</p>	6	<p>Leader: School Nurse</p> <p>Other: Superintendent, principal</p>	<p>Implementation: regular meetings with the health advisory committee.</p> <p>Impact: healthier students which leads to higher attendance.</p>				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

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Performance Objective 4: 100% of students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Establish and enforce an acceptable use policy for students and teachers.</p>	2, 10	<p>Leader: Technology Director</p> <p>Others: Principal, teachers</p>	<p>Implementation: District policy distributed and discussed with staff.</p> <p>Impact: Acceptable use policy signed by students and staff.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Enhance technology skills of teachers and staff through targeted professional development.</p>	4	<p>Leader: Technology director</p> <p>Others: Principal, teachers</p>	<p>Implementation: staff surveys to identify technology staff development needs, and then following up with professional development to meet and address those needs.</p> <p>Impact: Increased confidence with teachers and staff utilizing the campus technology that is available.</p>				
<p>Critical Success Factors CSF 1</p> <p>3) Provide maintenance and repair for all existing technology.</p>	2	<p>Leader: Technology Director</p> <p>Others: Principal, teachers</p>	<p>Implementation: create a work order system through Eduphoria that will speed up the turn around time on all technology work orders.</p> <p>Impact: Faster turn-around times will lead to more frequent use of technology.</p>				
<p> = 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, at a minimum attaining proficiency or better in all 4 core subjects.

Performance Objective 5: The 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.

Summative Evaluation 5: professional development certificates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide staff with targeted training for special student populations.</p>	4	<p>Leader: Superintendent</p> <p>Other: Principal</p>	<p>Implementation: Identify needs through teacher surveys and walk-through data.</p> <p>Impact: Improved teacher quality through implementing targeted strategies.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Provide opportunities for teachers to attend Professional Development activities related to the core content they teach.</p>	4	<p>Lead: Principal</p> <p>Others: Region 16 Staff, District Curriculum Specialist</p>	<p>Implementation: Staff surveys will identify targeted needs based upon individual teacher responses.</p> <p>Impact: Professional development will have a positive impact by improving student success.</p>				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 1: Dyslexia and 504 students will receive appropriate instructional activities and interventions.

Summative Evaluation 1: Evaluation of campus RtI program and increased scores on student assessments for identified dyslexic and 504 students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) DIS will have a teacher trained to provide appropriate interventions to students identified with dyslexia.</p>	3, 4, 9	Leader: Principal Others: dyslexia teacher	Implementation: RtI committee will be formed to help identify at-risk students that may need to be tested for dyslexia or other special services. Impact: Students will be identified earlier through the RtI process and will begin to receive appropriate interventions in a timely manner.	✓	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Provide structured intervention time for identified Tiered students.</p>	2, 3, 8, 9	Leader: RtI Coordinator Others: Principal, teachers	Implementation: Universal screeners will be given three times a year to identify Tiered students. A 45 minute intervention time will be built into the class schedule for structured interventions. Impact: the number of students needing Tier II and Tier III interventions will decrease.	✓	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Students identified as Tier II or Tier III, will receive progress monitoring every two weeks.</p>	2, 8, 9	Leader: RtI Coordinator Others: Principal, teachers, interventionists	Implementation: Progress monitoring measures will be entered into DMAC on a regular basis to check for impact on student learning. Impact: The number of identified Tier II and Tier III students will decrease with fidelity of interventions and progress monitoring probes.	🟡	🟡	🟡	
<p>Critical Success Factors CSF 1</p> <p>4) Ensure that teachers with 504 students have appropriate information regarding their students' needs and accommodations.</p>	2	Leader: 504 Coordinator Others: Dyslexia interventionist, principal, classroom teachers	Implementation: Teachers will participate in 504 meetings to help build an appropriate plan for student success. Teachers will be given a copy of the plan with its accommodations so that they can meet their students educational needs. Impact: Students with 504 plans will be appropriately served and make progress in the general educational setting.	✓	✓	✓	✓

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 2: Increase ELL students STAAR and TELPAS passing rates by 10%.

Summative Evaluation 2: TELPAS and STAAR data will show an increase in student performance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide staff development in Sheltered Instruction strategies.</p>	2, 4	Leader: Principal Others: teachers	Implementation: All staff will receive training in Sheltered Instruction at the beginning of the school year, and on-going PD throughout the year to help incorporate appropriate strategies into the classrooms. Impact: ELL students' classroom participation will increase resulting in better scores on report cards and assessments.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) Identify and provide LEP students an ESL program that develops proficiency in comprehension, speaking, reading and writing of the English language.</p>	2, 9	Leader: Principal Others: Teachers, counselor, LPAC Committee, ESL parents	Implementation: Students whose home language survey indicates a language other than English will be tested within 20 days of enrollment. The LPAC committee will determine placement in the ESL program. Impact: ELL students will receive appropriate interventions to help them be successful in the classroom setting.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Classroom teachers will have the opportunity to work with a professor from WTAMU to prepare for the ESL certification exam.</p>	2, 4, 9	Leader: Principal Others: Counselor, classroom teachers, WTAMU Professor	Implementation: Teachers will participate in trainings and implement strategies into their classrooms on a regular basis. Impact: ELL student performance will increase as evidenced by local assessments and STAAR results.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 3: The number of students identified as Level III Advanced will increase by 5%.

Summative Evaluation 3: PBMAS and STAAR assessment reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide ongoing professional development to support higher order thinking through questioning and scaffolding.</p>	1, 2, 4, 9	Leader: Principal Other: Curriculum Specialist, teachers, REgion 16 staff	Implementation: identify advanced and GT students and work with Region 16 staff to provide professional development in HOTS. Impact: Evidence of HOTS will be shown in lesson plans.				
<p>Critical Success Factors CSF 1</p> <p>2) Provide enrichment opportunities to students who scored Level III Advanced on a previous STAAR Assessment, or were within 1 to 2 questions from scoring Advanced.</p>	9	Leader: Principal Others: teachers, counselor	Implementation: Identified students will receive enrichment opportunities during intervention times and during the regular classroom setting. Impact: Identified students will demonstrate higher order thinking in the classroom through various projects and activities.				
<p>Critical Success Factors CSF 1</p> <p>3) Provide an annual nomination progress for identifying Gifted and Talented students.</p>	2, 9	Leader: Principal Others: Counselor, teachers	Implementation: Inform parents of our Gifted and Talented program and nomination process. Encourage parents and teachers to nominate students. Impact: The number of students identified as GT will increase.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 4: 70% of all students will pass the STAAR Writing Assessment














Summative Evaluation 4: CBA data will reflect an increase in student achievement as well as STAAR Writing Data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) The Campus Writing Specialist will support all content areas in the conventions of oral and written language.</p>	2, 3, 4	Leader: Campus Writing Specialist Others: Principal, classroom teachers	Implementation: A writing process will be developed and shared with all campus staff so that writing is supported and integrated into all content areas. Impact: All content area teachers will incorporate writing into their curriculum which will result in an increase in writing performance.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) All teachers will incorporate Critical Writing into their daily lessons.</p>	2, 4	Leader: Principal Others: Campus teachers	Implementation: All staff will be trained in Fundamental Five and be expected to incorporate all 5 components into their lessons. We will focus on the critical writing aspect to improve writing. Impact: Campus walk-through data will show an increase in critical writing in the classrooms.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Whole Brain Teaching Strategies will be incorporated into the school to help improve student writing.</p>	2, 4	Leader: Principal Others: Teachers and support staff	Implementation: Teachers will be trained in WBT strategies, and their will be a campus expectation that these strategies are incorporated over time. Impact: Student engagement and learning will increase with the implementation of WBT strategies.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Sheltered Instruction Strategies will be incorporated into all classrooms to help support our ELL learners.</p>	2, 4, 9	Leader: Principal Others: Shelter Instruction Trainer, teachers and staff	Implementation: Teachers and staff will receive ongoing support in implementing Sheltered Instruction Strategies into their classrooms. Impact: Student engagement and learning will increase with the implementation of Sheltered Instruction.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 5: 70% of Hispanic students, and 70% ECD students will meet standard in Reading

Summative Evaluation 5: STAAR Reading data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will develop a system to track individual student data in order to establish tiered interventions.</p>	2, 4, 9	<p>Leader: Principal</p> <p>Others: ESC staff, teachers, and staff</p>	<p>Implementation: CBA and Unit Assessments as well as informal data and observations will be used to identify students needing additional support through tiered interventions.</p> <p>Impact: Struggling students will be identified sooner and intervention support will be provided which will increase student learning outcomes.</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) After School tutorials will be offered to struggling and at-risk students to help close learning gaps.</p>	2, 3, 8	<p>Leader: teachers</p> <p>Others: Principal,</p>	<p>Implementation: Struggling students will be identified based upon the first CBA and afterschool tutorials will begin by Oct. 1st.</p> <p>Impact: Students needing additional assistance will be served in smaller settings with individualized instruction.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 6: 60% of Hispanic students and 60% of Hispanic students will meet state standards in science.

Summative Evaluation 6: STAAR Science results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) DIS will provide a common planning time for grade level science teachers so they can collaborate and plan lessons together.</p>	2, 8	Leader: Principal Others: Science teachers	Implementation: Grade level science teachers will have a common planning time to collaborate together and form common lessons. Impact: High quality lessons will be developed as demonstrated in lesson planning.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Science teachers will attend professional development opportunities to help improve their understanding of the science process standards.</p>	3, 4	Leader: Principal Others: Science teachers, ESC support personnel, district curriculum support specialist	Implementation: Science teachers will review previous STAAR data along with the released test to identify strengths and weakness in their current curriculum. Impact: By identifying the weaknesses, teachers can plan for and adapt lessons to meet the rigor of the science process standards.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) PLC's will meet weekly. Once a month during PLC's we will dedicate half the time to looking at student data.</p>	3, 8, 9	Leader: Principal Others: Science teachers	Implementation: Teachers will provide evidence that CBA's have been created prior to the beginning of each six weeks. CBA data will be scanned within three days of assessment allowing for the following PLC to be dedicated to data disaggregation. Impact: Struggling students will be identified and targeted for interventions to help them be successful on Science TEKS.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

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

Performance Objective 1: DIS will increase stakeholders involvement in school planning and activities by 10%.

Summative Evaluation 1: Parent and community member sign-in logs from activities and committee meetings

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) DIS will provide monthly parent involvement activities beginning in Sept. to encourage parent and community involvement.</p>	6	Leader: Principal Others: teachers, PTO members	Implementation: Create a monthly parent involvement calendar and work with PTO and community partners to plan engaging monthly activities. Impact: An increase in parent participation and involvement will lead to an increase in student achievement.				
<p>Critical Success Factors CSF 5</p> <p>2) Utilize various modes of communication including Tuesday folders, and technology such as FaceBook and Remind 101 to keep parents informed of activities at school.</p>	6	Leader: Principal Others: teachers	Implementation: weekly communication to inform parents of student progress as well as parent involvement activities happening. Impact: An increase in parent involvement				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide ongoing opportunities for parents to join campus planning committees.</p>	6	Leader: Principal Others: teachers, parents, PTO	Implementation: send out notes and utilize technology to invite and encourage parents to join campus committees such as CPOC, LPAC, and PTO. Impact: by utilizing various modes of communication, we will reach more parents.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 2: DIS will seek ways to involve community members and parents in various activities on campus.

Summative Evaluation 2: Parent and community feedback.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 5</p> <p>1) DIS will host a Learning 4 a Lifetime event in the fall in which community members and/or parents are invited into the classrooms to teach students about their careers and or safety.</p>	6	<p>Leader: Principal Others: community members, parents, staff</p>	<p>Implementation: Principal will organize Learning 4 a Lifetime to be held in early October. Community members such as banker, firemen, police officers, railroaders, etc. will be invited to speak to students about their careers.</p>				
<p>Critical Success Factors CSF 5</p> <p>2) DIS will host a minimum of two parent - teacher conference days throughout the year. One will be in the fall, the other in the spring.</p>	6, 10	<p>Leader: Principal Others: Teachers, parents</p>	<p>Implementation: Schedule parent-teacher conferences on the calendar so teachers can plan accordingly. Allow flexible scheduling to meet the needs of all parents. Notify parents in time for them to make arrangements to attend the conference. Impact: Parent participation in the conferences will increase because of flexible scheduling.</p>				
<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: DIS will implement safety policies and bully prevention strategies to ensure student safety.

Summative Evaluation 1: Safety trainings on PD calendar and campus calendars and Bullying reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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 campuses.</p>	6	<p>Leader: Superintendent Other: Principal, Registrar</p>	<p>Implementation: A copy of the Student Code of Conduct will be available to parents and online. Impact: Parents, students and staff will know how to access the Code of Conduct, and staff will be updated on the safety plan annually.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Teachers will be trained in safety procedures and protocols at the beginning of the school year. DIS will conduct safety drills monthly - including fire, tornado, and lockdown drills.</p>		<p>Leader: Principal Other: Teachers</p>	<p>Implementation: PD during the first week of inservice will provide teachers and staff with updated safety protocols and expectations Impact: Staff will be prepared in case of an actual emergency.</p>				
<p>Critical Success Factors CSF 6</p> <p>3) DIS will provide a physical education program that meets the state requirements to ensure student safety. The PE curriculum will follow state and national standards.</p>	3	<p>Leader: PE teacher Others: Principal</p>	<p>Implementation: PE lesson plans will show evidence of TEKS and safety measures. Impact: Students will engage in safe practices in the gym.</p>				
= 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 2: Technology will be integrated into the curriculum on a regular basis.

Summative Evaluation 2: Lesson plans will demonstrate technology integration.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) DIS will replace current projectors with interactive projectors.</p>	1, 2	Leader: Principal Others: Technology director, technology staff	Implementation: DIS will purchase a minimum of three interactive projectors a year until all classrooms have the updated technology. Impact: The new technology will improve student engagement and achievement in the classrooms.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will be trained on using new technologies such as interactive projectors and I-Pads in the classroom.</p>	2, 4	Leader: Principal Others: Technology staff teachers	Implementation: A professional development calendar will be developed to meet the technology needs of our campus. Impact: Teachers will receive the training they need to effectively implement the use of technology into their classrooms which will increase student performance.				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) DIS will train a campus technology person to help with technology needs on the campus.</p>	2, 4	Leader: Technology Director Others: Principal, identified campus technology personnel	Implementation: Technology director will work with identified staff member to train her on troubleshooting technology issues on our campus. Impact: Technology issues will be resolved in a quicker manner.				
<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 3: Campus maintenance needs will be addressed to make our building safer.

Summative Evaluation 3: Parent, Staff, and student surveys will show evidence that our building and the environment is safe for students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 6</p> <p>1) DIS will secure our building with a buzz-in system at the front entrance.</p>	2	<p>Leader: Principal</p> <p>Others: Maintenance dept., and outside contractor</p>	<p>Implementation: Order the system to be installed by the first day of school.</p> <p>Impact: front doors will remain locked and visitors will have to be identified and buzzed into the building. Office staff will know who is in the building at all times.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Maintenance work orders will be completed in a timely manner (within a week).</p>	2	<p>Leader: Maintenance dept.</p> <p>Others: Principal, teachers, staff</p>	<p>Implementation: All maintenance work orders will be entered through Eduphoria so they can be tracked and monitored.</p> <p>Impact: Work orders will be completed in a timely manner making our building safer.</p>				
<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 1: 100% of teachers and aides will meet highly qualified requirements.

















Summative Evaluation 1: Staff certification records will be updated annually and kept in the Highly Qualified Notebook.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 7</p> <p>1) HQ notebooks will be updated annually to ensure that all staff are highly qualified.</p>	3	<p>Leader: Principal</p> <p>Others: Human Resource Director</p>	<p>Implementation: notebooks will be updated at the beginning of the school year.</p> <p>Impact: Any teacher or staff member not meeting Highly Qualified will be identified immediately so that appropriate steps can be taken to meet the HQ standards.</p>				
<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: DIS will develop a recruitment and retention plan.

Summative Evaluation 2: New teacher/staff surveys will

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Feb	Apr	July
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) New staff members will be given a mentor to work with for their first year on our campus.</p>	3, 5	<p>LEader: Principal Others: teachers</p>	<p>Implementation: Partner new hires with veteran teachers of the same content. Mentors will work with the new teachers, and be available to help when questions arise. Impact: New teachers will have someone to help them throughout the year. Mentors can model lessons and give advice to help the new teachers have a successful first year.</p>				
<p>2) DIS will have monthly Birthday celebrations and other gatherings to boost morale and help build relationships among the staff.</p>	2, 5	<p>Leader: Principal Others: teachers and staff</p>	<p>Implementation: teachers and staff will sign up to provide a meal throughout the school year. We will also sign up for pot luck meals and other gatherings throughout the year. Impact: Staff morale will increase and will be evidenced through teacher surveys at the end of the year.</p>				
<p>Critical Success Factors CSF 6</p> <p>3) A Sunshine Committee will be formed with teachers and staff to organize events such as the staff Thanksgiving meal and Christmas Party.</p>	5	<p>Leader: Sunshine Committee</p>	<p>Implementation: The committee will be formed at the beginning of the year to organize various campus events. Impact: The Sunshine Committee will help create a positive work environment for teachers and staff.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	1	Provide ongoing professional development to support higher order thinking through questioning and scaffolding.
2	4	1	The Campus Writing Specialist will support all content areas in the conventions of oral and written language.
2	4	2	All teachers will incorporate Critical Writing into their daily lessons.
2	4	3	Whole Brain Teaching Strategies will be incorporated into the school to help improve student writing.
2	4	4	Sheltered Instruction Strategies will be incorporated into all classrooms to help support our ELL learners.
2	5	1	Teachers will develop a system to track individual student data in order to establish tiered interventions.
2	5	2	After School tutorials will be offered to struggling and at-risk students to help close learning gaps.
2	6	1	DIS will provide a common planning time for grade level science teachers so they can collaborate and plan lessons together.
2	6	2	Science teachers will attend professional development opportunities to help improve their understanding of the science process standards.
2	6	3	PLC's will meet weekly. Once a month during PLC's we will dedicate half the time to looking at student data.

Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Misty Heiskell	Principal
Classroom Teacher	Kallie Garzon	4th Grade Reading
Classroom Teacher	Pam Guile	5th Grade Math
Classroom Teacher	Julie Jobe	Music Teacher
Classroom Teacher	Tonya Johnson	Special Education
Classroom Teacher	Marie Sladek	5th Grade Reading
Classroom Teacher	Kristi Thelander	4th Grade Math
Community Representative	Terry Rodgers	Community Rep.
Paraprofessional	Sue Cowen	5th Grade Sped. Aide