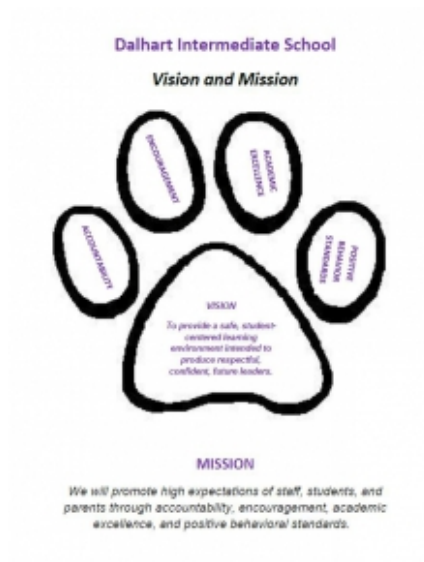


Dalhart Independent School District

Dalhart Intermediate

2017-2018 Campus Improvement Plan



Mission Statement

The mission of the Dalhart Intermediate School is to promote high expectations of staff, students, and parents through accountability, encouragement, academic excellence, and positive behavioral standards.

Vision

To provide a safe, student-centered learning environment intended to produce respectful, confident, future leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dalhart Intermediate is a Title I campus and has an enrollment of approximately 390 students. DIS has six sections of 3rd grade, six sections of 4th grade, and six sections of 5th grade. The demographics for the 2016-2017 school year are as indicated by the fall 2016 PEIMS submission. All stats and needs are based upon these students. DIS is 60% Hispanic, 34% White, 2% Black, % Asian, and 2% Two or more races.

- The campus has identified 21 students who are migrant. Attendance rates have remained about the same. Attendance rate this year is at 96.15%. Dalhart Intermediate's student groups include 12% English Language Learners (ELL's), 2% Gifted and Talented, and 16% Special Education. Additionally, 66% are Economically Disadvantaged, and 56% 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.
- DIS serves free breakfast to all students.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 206 - 2017 school year, preliminary data shows that DIS met the following targets.

- Index 1 - Student Achievement. Dalhart Intermediate Score: 68 (state target score = 60).
- Index 2 - Student Progress. Dalhart Intermediate Score: 39 (state target scores = 30)
- Index 3 - Closing Performance Gaps. Dalhart Intermediate Score: 35 (state target scores = 28)
- Index 4 - Post-Secondary Readiness. Dalhart Intermediate 34 (state target score = 12)

Dalhart Intermediate met standard in all indecises.

We know there is much more work to be done. On the 2017 STAAR, the following scores for all grades show the percentage at Approaches Grade Level Satisfactory Standard or Above:

- 4th grade reading, 55% scored at the recommended level, and 14% scored at the Level III Advanced.
- 5th grade reading had 72% score at the recommended level, and 8% score at Level III Advanced.
- 4th grade math had 65% score at the recommended level, and 25% score at the Level III Advanced.
- 5th Grade math had 85% score at the recommended level, and 17% score at the Level III Advanced.
- 4th grade writing had 49% score at the recommended level, and 6% scored at the Level III Advanced.
- 5th grade science had 63% score at the recommended level, and 13% score at the Level III Advanced.

Compared to 2016 data, Dalhart Intermediate saw a decrease in 4th grade reading and writing scores. Our 5th grade reading scores increased, and our 5th grade science scores stayed about the same.

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: 63% White; 51% Hisp. and 27% Sped; 30% ELL
- 4th grade math: 72% White; 62% Hisp. and 27% Sped; 50% ELL
- 4th grade writing: 56% White; 44% Hisp. and 0% Sped; 22% ELL
- 5th grade reading: 73% White; 71% Hisp. and 35% Sped; 33% ELL
- 5th grade math: 88% White; 82% Hisp. and 55% Sped; 54% ELL
- 5th grade science: 71% White; 58% Hisp. and 29% Sped.; 30% 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 Strengths

The gap between hispanic and white students is closing.

The gap between ECD and white students is closing.

When comparing 2016 and 2017 STAAR results in math and science, we see an overall increase in percent of students scoring at the Masters (Advanced) Level.

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.

For the upcoming 2017-2018 school year, we will be adding 3rd grade to our campus. To help build the culture of our campus we developed a new vision and mission statement.

School Culture and Climate Strengths

Dalhart Intermediate celebrates these strengths:

- Our student survey reveals that students respect their teachers, and they are encouraged to stay in school and graduate.
- The teacher survey data states that teachers feel the feedback they receive helps them improved their teaching.
- Teachers are held to high professional standards

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 with the T-TESS manager and in staff files in the campus office. Job descriptions are updated each year. Copies of all staff development are kept in individual teacher files. Highly qualified recruitment and retention plans are updated and revised annually for DIS campus.

New teachers attend professional development training throughout the year, as well as participate in bi-monthly PLC meetings and monthly staff meetings. This year the district started a first year teacher academy for new staff to the district. New teachers to the district will meet 5 times throughout the year for professional development. The first two days are prior to the start of school.

Mentor teachers will be trained so that they can offer the support and guidance the new teachers might need. New teachers will also participate in a two day new teacher orientation.

Staff Quality, Recruitment, and Retention Strengths

Data from the Spring 2017 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.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.

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. This year our 4th grade team will be piloting Sean Cains assessment strategy which includes giving quick checks every 3 weeks to track growth. Teachers will identify critical TEKS for each 3 week period and campus admin. will develop the quick checks.

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. Third, fourth and fifth grade focus on STAAR, iStation, universal math and reading screeners, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia, math and reading intervention, 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?"

Bi-Monthly 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 per six weeks 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 30 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

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 English and Spanish. 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, 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.

We host a full day for registration so that we can answer questions and/or concerns. We also provide a back to school night so that students and parents can meet their teachers. We try to host a family involvement activity each month. September - Family Book Fair Night, October - McTeacher Night, November - Veteran's Program, and music programs, December - Reader's Theater or Christmas programs, January - Family movie night, Feb. - Family Art Night, March - PE Program, April - Parent/Teacher Conferences, May - Field Day, Awards Ceremony, and other End of School Activities.

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, Readers Theater, McTeacher Night, Family Art Night, and Parent Conferences
2. An active Parent Teacher Organization (PTO)
3. Awards assembly, talent show, science fair, science activities, Community day.

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. The campus has implemented universal screeners and progress monitoring tools to help identify Tier Students for RtI.
6. Teachers have one day per six weeks to plan with their partner teachers for the upcoming 6 weeks.
7. Vertical PLC meetings are scheduled once per 6 weeks for 3-5 grade core content areas.

Technology

Technology Summary

Dalhart Intermediate is working to place interactive projectors into all content teachers classrooms. We have an ipad cart and chromebook cart that can be checked out by classroom teachers for students to use. All content classroom teachers will have at least 4 chormebooks in their classroom. We also have a weekly computer lab schedule that allows all core content teachers access to the computer lab at least one time per week.

Technology Strengths

Dalhart Intermediate has identified these strengths:

1. We have a complete computer lab in the library.
2. Teachers report increasing skills and confidence with the use of technology.
3. Classrooms are equiped with a variety of current technology.

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
- State and federal planning requirements

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

Goals

Goal 1: DIS will develop a comprehensive planning process to ensure systemic planning.

Performance Objective 1: By October 2017, DIS will develop comprehensive planning guidelines for continuous improvement.

Evaluation Data Source(s) 1: Planning Calendar and Planning Guidelines

Summative Evaluation 1:












| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | 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> | ✓ | ✓ | ✓ | |
| Funding Sources: 199 - Local - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Professional Learning Communities (PLC's) will meet twice a month in grade/subject level meetings. Vertical alignment meetings will occur between 3rd, 4th and 5th grade teachers to align curriculum, and disaggregate testing data once per six weeks</p> | 2, 4, 8, 9 | 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> | | | | |
| Funding Sources: 199 - Local - \$0.00 | | | | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | | |

Goal 2: DIS will collaborate to provide an appropriate curriculum which targets individual student growth.

Performance Objective 1: 100% of DIS teachers will implement state standards (TEKS)

Evaluation Data Source(s) 1: Lesson plan audit

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|--|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) A minimum of 2 walk-throughs per teachers will be conducted each semester.</p> | 2, 3 | Leader: Principal Others: assistant principal | Implementation: Principal and assistant principal will be trained in T-TESS and conduct the T-TESS update with our teachers at the beginning of the school year. Impact: feedback from walk-throughs provide think-about or suggested strategies which will enhance student learning. |  |  | | |
| Funding Sources: 199 - Local - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Lesson plans will be submitted weekly through Eduphoria with TEKS identified.</p> | 3, 9 | Leader: Principal Others: Assistant principal, teachers | Implementation: Review of Euphoria Forethought will occur at the beginning of the year. Teachers will be given the non-negotiable for lesson plan submissions. Impact: Lessons will be pre-planned for highest impact. |  |  |  | |
| Funding Sources: 199 - Local - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will be evaluated with T-TESS.</p> | 2, 3 | Leader: Principal, Assistant Principal | Implementation: T-TESS update at the beginning of the year. Teachers new to DIS will be appraised by campus principal, other teachers will have the option to be evaluated by the assistant principal. Impact: Teachers will experience growth as T-TESS is a growth model. |  |  |  | |
| Funding Sources: 199 - Local - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Pacing guides will be completed prior to the first day of instruction for all content areas, and they will be monitored regularly.</p> | 2, 9 | Leader: Principal Others: Teachers | Implementation: Teachers will plan pacing guide using the Teks Resource System YAG. Pacing guides will be kept on file and monitored regularly. Impact: Teachers will remain on target to complete all content TEKS prior to state testing. |  |  |  | |

| | | | | | | | |
|--|--|---|---|--|--|--|--|
| 5) Universal Screeners will be utilized by the interventionist to identify and serve our RtI students. | | Leader: RtI Coordinator Others: RtI committee, classroom teachers, principal | 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. 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. | | | | |
|--|--|---|---|--|--|--|--|

Funding Sources: 199 - Local - \$0.00












= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: DIS will collaborate to provide an appropriate curriculum which targets individual student growth.

Performance Objective 2: 100% of teachers will have the opportunity to attend PLC's throughout the school year.

Evaluation Data Source(s) 2: PLC minutes and agendas

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) A PLC Calendar will be developed at the beginning of the year and shared with teachers.</p> | 2, 3, 4, 8, 9 | Leader: Principal | <p>Implementation: The campus schedule will be created to allow for PLC meetings twice a month.</p> <p>Impact: Teachers will have the opportunity to meet with their grade level team to disaggregate data, determine student needs, and to share instructional strategies.</p> |  |  |  | |
| Funding Sources: 199 - Local - \$0.00 | | | | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Content teachers will have the opportunity to have one planning day per six weeks to meet with their partner teacher to plan instruction and assessments.</p> | 1, 2, 3, 8, 9 | Leader: Principal Others: Core Content teachers, assistant principal | <p>Implementation: The principal will plan for subs to cover classrooms so that teachers can have a planning day.</p> <p>Impact: Teachers will collaborate and incorporate lesson plans, activities and strategies to improve student learning outcomes.</p> |  |  | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 2: DIS will collaborate to provide an appropriate curriculum which targets individual student growth.

Performance Objective 3: District professional development will focus not only on TEC/Federal requirements, but also on providing individual campuses the opportunity to collaborate with each other both horizontally and vertically at least one time per year.

Evaluation Data Source(s) 3: Meeting agendas and minutes

Summative Evaluation 3:









| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|------------|--|--|-----------|-----|-----------|------|
| | | | | Formative | | Summative | |
| | | | | Oct | Feb | Apr | July |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) All professional staff will participate in at least one horizontal and vertical meeting per semester with instructional staff from another campus.</p> | 1, 2, 3, 8 | Leader: Curriculum Director Other: Principal | Implementation: The curriculum director will plan for and schedule vertical alignment meetings for the district. Impact: Teacher collaboration along with aligned instruction as well as the opportunity to share instructional strategies. | | | | |
| Funding Sources: 199 - Local - \$500.00 | | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Content PLC's will be held across grade levels once per six weeks during planning days.</p> | 1, 2, 3, 8 | Leader: Principal, Assistant Principal Others: teachers | Implementation: PLC calendar will be developed at the beginning of the year to accommodate content specific PLC meetings. Impact: Teachers will standardize vocabulary across grade levels and share instructional strategies. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 2: DIS will collaborate to provide an appropriate curriculum which targets individual student growth.

Performance Objective 4: Teachers by subject will work across grade levels and within grade levels 3 times per year to determine what will be taught, how it will be taught, and how it will be assessed.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|----------------------------------|---|---|---|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Teachers will meet a minimum of three times a year to align vertically. | | Leader: Vertical Alignment Teams | Implementation: Curriculum Director will schedule a minimum of 3 vertical alignment meetings. Impact: Increase communication and collaboration |  |  | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 3: DIS will provide appropriate instructional services to all students.

Performance Objective 1: Students in tested subjects will have the following increase in EOC/STAAR passing rates: ELAR - 3%, Math - 5%, Science - 6% and Social Studies 4%, until 95% is reached and then strategies to maintain rates will be implemented.

Evaluation Data Source(s) 1: State testing results

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>1) DIS teachers will be provided with highly effective professional development through contracts with ESC16 and other organizations.</p> | | Leader: Principal Others: ESC16, curriculum director | Implementation: A professional development calendar will be created by campus admin. Impact: Teachers will be able to implement learned strategies and best instructional practices into their classrooms. | | | | |
| Funding Sources: 199 - Local - \$2,800.00 | | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 5</p> <p>2) CBA's and quick checks will be given on a regular basis.</p> | 1, 8, 9 | Leader: Principal Others: teachers | Implementation: CBA timelines created at the beginning of the year and placed on campus calendar. Impact: Teachers will use CBA data to inform instructional decisions. | | | | |
| Funding Sources: 199 - Local - \$600.00 | | | | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Intervention paraprofessional will work with identified students throughout the year to improve student performance in math.</p> | 9 | Leader: Principal Others: intervention teachers | Implementation: BOY screeners will be utilized to identify struggling and at-risk students. Impact: Identified students will work in small group settings with more one on one support to improve academic performance. | | | | |
| Funding Sources: 199 - SCE - \$25,850.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) In order to to maintain a rigorous intervention program, Dalhart Intermediate School will have at least one certified teacher for Reading Intervention.</p> | 1, 2, 3 | Leader: Campus Principal Other: Interventionist | Implementation: The master schedule will include a minimum of 30 minutes per reading rotation for intervention pull-out service. Impact: Reading Interventionist will work with small groups of identified students during their intervention block. | | | | |
| Funding Sources: 211 - Title I, Part A - \$58,000.00 | | | | | | | |

| | | | | | | | |
|---|--|--|---|--|--|--|--|
| Critical Success Factors CSF 1 5) Utilize a library aide to maintain library services on our campus. | 1 | Leader: Campus Principal Others: Library Aide | Implementation: The library aide will work with the district librarian to provide a fun learning environment in our library. Authors will be showcased periodically to encourage students to read. Impact: Students will enjoy going to the library and reading. | | | | |
| | Funding Sources: 211 - Title I, Part A - \$27,000.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: DIS will provide appropriate instructional services to all students.

Performance Objective 2: Dyslexia and 504 students will increase STAAR passing by 7%. 100% of students identified with dyslexia or a related disorder will receive appropriate instructional practices.

Evaluation Data Source(s) 2: STAAR data, student schedules

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 5 1) Identify students with Dyslexia or a related disorder and provide appropriate interventions | 2, 8, 9 | Leader: Principal Others: RtI committee, dyslexia teacher | Implementation: RtI committee will work with classroom teachers and the dyslexia teacher to identify students who need to be tested for dyslexia or other related disorders. Impact: Students identified with dyslexia will be offered appropriate intervention classes to accelerate their instruction. | | | | |
| Critical Success Factors CSF 5 2) DIS will utilize an RtI Committee made up of classroom teachers, sped. teachers, and admin. to monitor students and identify students that may need testing for special services. | 2 | Leader: Principal Others: RtI Committee and teachers | Implementation: Schedule RtI meetings and provide appropriate information and forms to classroom teachers. Impact: Students will be identified quicker for special services. | | | | |

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 3: DIS will provide appropriate instructional services to all students.

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

Evaluation Data Source(s) 3: STAAR scores

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------|---|--|-----------|-----|-----------|------|
| | | | | Formative | | Summative | |
| | | | | Oct | Feb | Apr | July |
| 1) Identified beginner and intermediate ESL students will receive pull-out instruction during RtI time for 30 minutes daily. | 1, 2, 3, 8, 9, 10 | Leader: ESL Teacher Others: Campus admin. and classroom teachers | Implementation: ESL teacher will create a pull-out schedule to serve all identified ESL students. The schedule will be shared with campus admin and classroom teachers. Impact: Small group instruction will allow for a more individualized approach to working with ESL students. | | | | |
| Funding Sources: 199 - Local - \$0.00 | | | | | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 | 1, 2, 9 | Leader: ESL Teacher Others: Classroom teachers, campus admin. | Implementation: Teachers will become more familiar with rating TELPAS writing samples and be able to provide supports and interventions as needed. Impact: ESL student writing will improve. | | | | |
| 2) Writing portfolios will be utilized to gather student TELPAS samples. | | | | | | | |
| 3) Teachers will review TELPAS proficiency levels of their ELL students each 6 weeks. | 1, 2, 9 | Leader: ESL Teacher Others: Classroom teachers | Implementation: Teachers will review TELPAS proficiency levels during PLC's and discuss students progress. Impact: ELL students will be monitored regularly to allow for immediate interventions as needed. | | | | |
| 4) ELL students will be provided opportunities for after school tutorials as needs are identified. | 1, 2, 9 | Leader: ESL Teacher Others: Classroom teachers | Implementation: After school tutorials will begin around the 2nd 6 weeks for core content areas. Impact: Small group tutorials will allow for targeted instruction for ELL students to help with struggling areas. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: DIS will provide appropriate instructional services to all students.

Performance Objective 4: Gifted and Talented students scoring "Approaches" will increase by 7%. Percent of GT students scoring "Masters" will increase by 7%. 100% of all students in need of GT services will be identified and served. Refer to district and campus GT plans.

Evaluation Data Source(s) 4: STAAR scores

Summative Evaluation 4:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| 1) DIS will write a proposal for an after school GT program. | 1, 2 | Leader: Principal Others: Director of student services, CFO | Implementation: By providing the GT program after school, we will not have to pull students from core content for GT services. Impact: GT students will remain in core classroom and be exposed to all the general curriculum. | ✓ | ✗ | | |
| Funding Sources: 199 - Local - \$1,500.00 | | | | | | | |
| 2) All certified teachers will be GT certified before Sept. 1, 2017. | 1, 2, 3 | Leader: Principal | Implementation: Teachers will utilize ESC16 to complete the 30 hour GT training. Impact: Teachers will be able to imbed strategies and curriculum that challenge the GT students. | ✓ | ✓ | ✓ | |
| | | | | | | | |

Goal 3: DIS will provide appropriate instructional services to all students.

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:






| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| 1) Classroom teachers will receive a list of migrant and homeless students. | 1, 2, 9 | Leader: Principal Others: Classroom teachers | Implementation: prior to the first day of instruction, classroom teachers will be made aware of the students in their classes that are migrant and/or homeless. Impact: Teachers will be able to closely monitor these students to ensure that basic needs are being met. | | | | |
| 2) Snack packs will be offered to all migrant and homeless students. | 1, 2 | Leader: Principal Others: snack pack coordinator, classroom teachers. | Implementation: Students will be identified and their names submitted to snack pack prior to Sept. 15th, and updated as needed. Impact: Students will receive snack packs to help with basic need of food. | | | | |
| 3) 5th grade Migrant students will have the opportunity to attend STAAR Burst prior to the STAAR test. | 1, 2 | Leader: Principal Others: Region 16 migrant staff, district migrant staff | Implementation: Students will be given additional support for math and reading through these STAAR burst programs at Region 16. Impact: Students will be given additional tools in order to be successful on their STAAR assessments. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |







Goal 3: DIS will provide appropriate instructional services to all students.

Performance Objective 6: Special Education students will increase passing rates on appropriate individual assessments by 10%. 100% of all students identified as Special Education will receive appropriate services.

Evaluation Data Source(s) 6: Individual assessments

Summative Evaluation 6:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) After school tutorials will be offered to all sped. students. | 1, 2, 9 | Leader: Sped teachers Others: Campus admin., classroom teachers | Implementation: Sped students academic needs and deficiencies will be identified so that additional interventions can occur. Impact: Sped students will receive additional support which will have a positive impact on their school experience. |  |  | | |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 2) Inclusion support will be provided to sped. students. | 1, 2 | Leader: Sped Teachers Others: Campus admin, classroom teachers | Implementation: an inclusion schedule will be created and shared with necessary school personnel to ensure adequate support in the general ed. classroom setting. Impact: Sped students will receive embedded supports through the inclusion program which will enhance student understanding and performance. |  |  |  | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: DIS will provide appropriate instructional services to all students.

Performance Objective 7: 100% of K-8 students not meeting grade level requirements will receive RtI.

Evaluation Data Source(s) 7: Increase passing scores on CBA's, progress monitoring, and state assessments

Summative Evaluation 7:










| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Universal Screeners will be given three times a year: BOY, MOY, EOY to assess students in reading and math.</p> | 1, 2, 9 | <p>Leader: RtI Coordinator, Principal Others: RtI Team</p> | <p>Implementation: Dibels screeners will be used to check fluency and comprehension, along with the daze to check vocabulary. A phonics screener will also be given. For math we will use the BVSD math screeners. Impact: Students will be identified for targeted intervention early on so they can be provided support.</p> | | | | |
| Funding Sources: 199 - Local - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Each math and reading rotation will have a minimum 30 minutes built into their schedule for intervention.</p> | 1, 2, 9 | <p>Leader: Principal Others: Math and Reading teachers</p> | <p>Implementation: master schedule will allow for a minimum 30 minute intervention block in each reading and math rotation. Impact: All students will have the opportunity for tiered intervention - Tier 3 will go to pull-out, Tier 2 - served in the classroom, and Tier 1 will have enrichment opportunities within the classroom during the intervention time.</p> | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Really Great Reading Program will be utilized by our reading interventionist to provide reading instruction to Tier 3 students.</p> | 1, 8, 9 | <p>Leader: Principal Others: Reading Interventionist</p> | <p>Implementation: Purchase materials for Really Great Reading Program Impact: Struggling students will become better readers through the use of this program.</p> | | | | |
| Funding Sources: 211 - Title I, Part A - \$500.00 | | | | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | | |

Goal 3: DIS will provide appropriate instructional services to all students.

Performance Objective 8: At-risk students will increase passing rates on STAAR by 11%.

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

Summative Evaluation 8:









| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 1</p> <p>1) Teachers will be provided with a list of at-risk students by the end of the first six weeks of school.</p> | 1 | <p>Leader: Principal Others: Assistant principal</p> | <p>Implementation: The principal will review all CUM folders to identify at-risk students by the end of the first six weeks. Impact: Teachers will have knowledge of at-risk students in order to provide appropriate interventions and supports.</p> |  |  |  | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 3: DIS will provide appropriate instructional services to all students.

Performance Objective 9: By May 2018, DISD will develop and implement a process to ensure that 100% of DAEP instruction is aligned to the general educational classroom.

Evaluation Data Source(s) 9: DAEP Manual

Summative Evaluation 9:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|--|---|---|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| 1) DAEP Data will be evaluated to examine student groups served, attendance rates, drop out rates, graduation rates, and recidivism rates. | 1, 8, 9 | Leader: Director of Student Services Others: DAEP Teacher, Campus Behavior Coordinator | Implementation: Develop a written DAEP Plan. Impact: Students in DAEP will continue to receive grade level instruction. |  |  | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 4: DIS will foster strong partnerships and relationships with parents and community.

Performance Objective 1: DIS will increase stakeholders' (students, staff, parents, and community members) involvement in school planning and activities by at least 10%.

Evaluation Data Source(s) 1: Parent/Community sign in logs at Site-Based Decision Making Committees. Climate surveys will show 10% increase in positive comments.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|--|-----------|-----|-----------|------|
| | | | | Formative | | Summative | |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Monthly Parent/Community Involvement Events will be planned throughout the year including: Back to School Night (Aug.) Family Night at Book Fair (Sept) McTeacher Night (Oct) Fall Festival (Oct) Parent/Teacher Conferences (Oct or Nov) Veteran's Program, Thanksgiving Meal, (Nov) 3rd Grade Reader's Theater (Dec) Movie Night (Jan) Family Art Night (Feb) PE Program (March) Science/Math Night (April) Field Day, Talent Show, and Awards (May)</p> | 1, 6, 10 | Leader: Campus Admin. Others: Teachers and staff | Implementation: Family involvement events will be planned prior to the start of the school year and communicated to parents and community members each month. Impact: Parent and community involvement will increase on campus which will have a positive impact on student learning. | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | | |

Goal 5: DIS will provide a healthy, safe and orderly learning environment.

Performance Objective 1: 100% of all maintenance work orders and facility upgrades will be completed within a week.

Evaluation Data Source(s) 1: Work order software.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>1) All work orders will be entered into Euphoria.</p> | 2 | <p>Leader: Principal Others: School Staff</p> | <p>Implementation: Staff will be trained on how to use Euphoria to put in a work order.</p> <p>Impact: Communication between maintenance and building personnel will improve and work orders will be completed in a timely manner.</p> | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | | |

Goal 5: DIS will provide a healthy, safe and orderly learning environment.

Performance Objective 2: DIS will implement safety policies for bullying, sexual harassment, dating violence, drug use, and suicide prevention. There will be a 10% decrease in discipline referrals for these behaviors each school year.

Evaluation Data Source(s) 2: Safety training on PD calendar and campus calendars. Reports of bullying/harassment on file in district office.

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 6</p> <p>1) Staff will participate in training to identify signs of dating violence, sexual harassment, bullying, and suicide prior to the end of the first six weeks.</p> | 2, 4, 10 | Leader: Principal | <p>Implementation: Powerpoint presentations will be developed and presented to staff on the safety policies and procedures.</p> <p>Impact: Staff will understand warning signs of suicide, dating violence, etc. and understand bullying behavior and how to identify it and provide appropriate interventions.</p> | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) The campus will utilize Character Counts. Lessons will be taught once per six weeks in the music room. We will focus on one character trait each six weeks. Teachers will choose one student from their homeroom that exhibited the character trait and those students will be invited to a Character Breakfast with Mrs. Heiskell and their parents at the end of the six weeks.</p> | 1, 2 | Leader: Principal Others: Classroom teachers, Music Teacher | <p>Implementation: Lessons will be chosen and taught during music class each six weeks on a designated character trait.</p> <p>Impact: Student behavior and character will improve through the ongoing lessons and positive reinforcement.</p> | | | | |
| Funding Sources: 199 - Local - \$500.00 | | | | | | | |
| <p>Critical Success Factors CSF 6</p> <p>3) Bully reports will be made available to all students. All reports will be investigated in a timely manner.</p> | 1, 2 | Leader: Campus Admin. Others: Campus Staff | <p>Implementation: Staff will be given copies of bully report forms to hand out to students as needed.</p> <p>Impact: Students will have access to bully forms in order to report bully behavior.</p> | | | | |
| <p>Critical Success Factors CSF 6</p> <p>4) Cyber bullying will be addressed to students and staff so that all are aware of the negative impact it has on others.</p> | 2 | | <p>Implementation: Mrs. Heiskell will search for a cyber bullying program to bring to the campus.</p> <p>Impact: Students will have a better understanding of cyber bullying and the impact it has.</p> | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p> | | | | | | | |

Goal 5: DIS will provide a healthy, safe and orderly learning environment.

Performance Objective 3: By September 2017, DISD Chief of Police will organize a District Safety and Security Committee.

Evaluation Data Source(s) 3: Committee Members.

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 6</p> <p>1) DIS will provide committee members to serve on the district safety and security committee.</p> | 2, 10 | <p>Leader: Officer Bell Others: Assistant Principal</p> | <p>Implementation: Officer Bell will seek committee members to serve on the safety committee for the district.</p> <p>Impact: Our building will be made safer through identifying needs that might otherwise be overlooked.</p> | | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) DIS will conduct fire drills each month. We will also conduct tornado drills and lockdown drills periodically - a minimum of three per year.</p> | 1, 2, 10 | <p>Leader: Principal Others: Fire Marshall, District Police Chief, Campus Staff</p> | <p>Implementation: Drills will be scheduled and placed on the campus calendar.</p> <p>Impact: Safety procedures will be practiced so that in a real emergency everyone will know what to do.</p> | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | | |

Goal 6: DIS will implement and utilize updated technology to promote student achievement.

Performance Objective 1: At a minimum, 80% of all technology work orders and upgrades will be completed in one week.

Evaluation Data Source(s) 1: Work Orders

Summative Evaluation 1:












| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 6</p> <p>1) Staff will utilized Euphoria for all technology work orders.</p> | 2 | <p>Leader: Campus Principal Others: Technology department, Campus Staff</p> | <p>Implementation: Staff will be trained on how to enter work orders in Euphoria.</p> <p>Impact: Communication between the technology department and our campus will improve, leading to faster turn around time on work order completion.</p> | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | | |

Goal 6: DIS will implement and utilize updated technology to promote student achievement.

Performance Objective 2: 100% of DIS staff and administration will use or implement relevant technology

Evaluation Data Source(s) 2: Surveys

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Staff will receive training on the interactive projectors.</p> | 1 | Leader: Instructional Technologist, Others: Technology dept., campus staff | <p>Implementation: Mrs. Heiskell will notify technology department of the need for interactive projector training, and get it scheduled</p> <p>Impact: Teachers will be more secure in utilizing the interactive projectors in their classrooms.</p> |  |  | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Purchase interactive projectors for new classrooms that were created with the addition of 3rd grade - old computer labs, intervention room 101.</p> | 1, 2 | Leader: Principal Others: Technology | <p>Implementation: Mrs. Heiskell will identify rooms that need the interactive projectors and turn in the request to technology. We will purchase 5 this year, and 2 more next year.</p> <p>Impact: Teachers will have the technology available to implement and use in their classrooms.</p> |  |  |  | |
| Funding Sources: 199 - Local - \$10,000.00 | | | | | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 7: DIS will develop, recruit, and retain 100% highly qualified staff.

Performance Objective 1: By May 2018, DISD will recruit and retain staff to reduce turnover rate from 25% to 20%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Provide new staff with mentors. | 1, 2, 5 | Leader: Principal Others: New staff and mentors, Exec. Director of Student Services | Implementation: Identify new staff that need mentors and pair them with a mentor teacher. Impact: New staff will have a support system in place. | ✓ | ✓ | ✓ | |
| | | | Funding Sources: 199 - Local - \$3,000.00 | | | | |
| Critical Success Factors CSF 6 2) Sunshine committee will plan events to help improve campus culture. | 1, 2 | Leader: Sunshine Committee Others: Campus Admin. | Implementation: Form sunshine committee. Impact: Staff morale will improve | ● | ✓ | ✓ | |
| | | | | | | | |

Goal 7: DIS will develop, recruit, and retain 100% highly qualified staff.

Performance Objective 2: By October 2017, 100% of DISD staff will be certified for their current position.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Feb | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) All certified staff will be GT certified by August 2017.</p> | 2, 10 | Leader: Principal Others: Campus Certified Staff | <p>Implementation: Certified staff will be informed of the requirement prior to May 2017.</p> <p>Impact: Teachers will understand the importance of identifying and servicing our GT students.</p> | | | | |
| <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) All content teachers will be ESL certified by July 2018. A stipend will be paid to those that complete the certification prior to set deadlines.</p> | 1, 2 | Leader: Principal Others: Classroom teachers, Executive Director of Student Services | <p>Implementation: Staff will be given a copy of the district initiative to get ESL certified.</p> <p>Impact: More teachers will gain their ESL certification which will impact student performance.</p> | | | | |
| Funding Sources: 263 - LEP Title III - \$7,000.00 | | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 2 | 2 | 2 | Content teachers will have the opportunity to have one planning day per six weeks to meet with their partner teacher to plan instruction and assessments. |
| 2 | 3 | 1 | All professional staff will participate in at least one horizontal and vertical meeting per semester with instructional staff from another campus. |
| 2 | 3 | 2 | Content PLC's will be held across grade levels once per six weeks during planning days. |
| 2 | 4 | 1 | Teachers will meet a minimum of three times a year to align vertically. |
| 3 | 1 | 1 | DIS teachers will be provided with highly effective professional development through contracts with ESC16 and other organizations. |
| 3 | 1 | 2 | CBA's and quick checks will be given on a regular basis. |
| 3 | 2 | 1 | Identify students with Dyslexia or a related disorder and provide appropriate interventions |
| 3 | 3 | 2 | Writing portfolios will be utilized to gather student TELPAS samples. |
| 3 | 6 | 1 | After school tutorials will be offered to all sped. students. |
| 3 | 6 | 2 | Inclusion support will be provided to sped. students. |

Title I

Schoolwide Program Plan

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 for the 2015-2016 school year are as indicated in May 2016. All stats and needs are based upon these students. DIS is 57% Hispanic, 38% White, 2% Black, and 3% Two or more races.

- The campus has identified 25 students who are migrant. Attendance rates have remained about the same. Attendance rate this year is at 96.39%. 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 17% Special Education. Additionally, 57% are Economically Disadvantaged, and 53% are identified as at-risk.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted in July - when the state assessment scores were released. Data from the CNA can be seen in this plan on the CNA page.

2: Schoolwide Reform Strategies

The CLT Team will meet with Mrs. Mankin and go through the TAIS process in July. We will create a targeted improvement plan to address areas of concern in reading, writing, and science. We will also focus on how to increase the number of students scoring at the advanced level III stage.

3: Instruction by highly qualified professional teachers

DIS will work to recruit and retain highly qualified professional teachers. At this time, all teachers are certified and considered highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

We will participate in the Classroom Instruction that Works book study, and revisit Fundamental 5 in PLC's. Weekly PLC's will incorporate best practices for teaching and learning. We will continue with Instructional Rounds and begin Internal Rounds.

5: Strategies to attract highly qualified teachers

All new teachers will be given a mentor. We will incorporate a mentoring program to help new teachers be successful. The mentoring program will require the new teacher to observe a veteran teacher, and to be observed by the mentor at least 2 times per year. It will also require weekly and/or monthly meetings with the mentor.

6: Strategies to increase parental involvement

DIS will host monthly parent involvement activities beginning in September.

September - Back to School Safety with Dalhart Police Dept. and Neighborhood watch, Grandparents Lunch

October - PTO meeting, Parent Conferences, Helicopter Drop

November - Veteran's Program, Thanksgiving Meal

December - Reader's Theater and PTO basket auction

January - McTeacher Night

February - Family Art Night

March - Title I Spring Meeting, PE Program

April - Family Science Night

May - Field Day

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

NA

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Weekly PLC Meetings

Vertical Alignment Meetings

Monthly CPOC Meetings

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

After school tutorials - groups determined through data sources such as CBA and Unit Assessments

BOY, MOY and EOY screeners in math and reading

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|---------------------------|----------------|------------|
| Desiree Lucero | Library Aide/intervention | | |

2017-18 Site Based Decision Making Team

| Committee Role | Name | Position |
|-----------------------------|-------------------|----------------------|
| Administrator | Misty Heiskell | Campus Principal |
| Parent | Cheryl Jones | Parent |
| Business Representative | Ray Ann McKay | Buisness Rep. |
| Community Representative | Terry Rogers | Community Rep |
| Non-classroom Professional | Krisa Smith | ESL Teacher |
| Classroom Teacher | Jantje Olson | 4th Grade Science/SS |
| Non-classroom Professional | Kristi Thelander | Interventionist |
| Classroom Teacher | Nancy Donges | 5th Grade Science/SS |
| Classroom Teacher | Christina Bennett | 3rd Grade ELAR |
| District-level Professional | Rachel Rivera | Migrant Coordinator |
| Parent | Stephanie Foust | Parent |

Campus Funding Summary

| 199 - Local | | | | | |
|------------------------------|------------------|-----------------|--|---------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | subs for classroom teachers | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 3 | DMAC RtI component, Really Great Reading Program and resources | | \$0.00 |
| 2 | 1 | 5 | dibbles screeners, timers, math screeners | | \$0.00 |
| 2 | 2 | 1 | | | \$0.00 |
| 2 | 3 | 1 | ESC 16 Training | | \$500.00 |
| 3 | 1 | 1 | | | \$2,800.00 |
| 3 | 1 | 2 | scantrons | | \$600.00 |
| 3 | 3 | 1 | ESL curriculum | | \$0.00 |
| 3 | 4 | 1 | GT supplies as identified in lessons. | | \$1,500.00 |
| 3 | 7 | 1 | screeners, manipulatives, interventionist | | \$0.00 |
| 5 | 2 | 2 | breakfasts, character education resources | | \$500.00 |
| 6 | 2 | 2 | 5 interactive projectors and white boards | | \$10,000.00 |
| 7 | 1 | 1 | mentors and training material | | \$3,000.00 |
| Sub-Total | | | | | \$18,900.00 |
| 199 - SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 3 | instructional aide to help with intervention | | \$25,850.00 |
| Sub-Total | | | | | \$25,850.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |

| | | | | | |
|----------------------------|------------------|-----------------|--------------------------------|---------------------|---------------|
| 3 | 1 | 4 | Classroom teacher | | \$58,000.00 |
| 3 | 1 | 5 | library aide | | \$27,000.00 |
| 3 | 7 | 3 | Really Great Reading Resources | | \$500.00 |
| Sub-Total | | | | | \$85,500.00 |
| 263 - LEP Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 2 | 2 | stipends | | \$7,000.00 |
| Sub-Total | | | | | \$7,000.00 |
| Grand Total | | | | | \$137,250.00 |