

Dalhart Independent School District

Dalhart Intermediate

2017-2018 Goals/Performance Objectives/Strategies



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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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	<p>Leader: Principal</p> <p>Others: Core subject teachers</p>	<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	<p>Leader: content teachers</p> <p>Others: Principal, Superintendent</p>	<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.				

<p>5) Universal Screeners will be utilized by the interventionist to identify and serve our RtI students.</p>		<p>Leader: RtI Coordinator Others: RtI committee, classroom teachers, principal</p>	<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>Funding Sources: 199 - Local - 0.00</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 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</p> <p>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 - 2800.00							
<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 - 25850.00							
<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 - 58000.00							

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 - 27000.00						
= 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 - 1500.00			
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) Family Reading Night (Jan) No Program (Feb) McTeacher Night (March) PE Program (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.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 - 10000.00							
= 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
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Provide new staff with mentors.</p>	1, 2, 5	<p>Leader: Principal Others: New staff and mentors, Exec. Director of Student Services</p>	<p>Implementation: Identify new staff that need mentors and pair them with a mentor teacher. Impact: New staff will have a support system in place.</p>	✓	✓	✓	
Funding Sources: 199 - Local - 3000.00							
<p>Critical Success Factors CSF 6</p> <p>2) Sunshine committee will plan events to help improve campus culture.</p>	1, 2	<p>Leader: Sunshine Committee Others: Campus Admin.</p>	<p>Implementation: Form sunshine committee. Impact: Staff morale will improve</p>	●	✓	✓	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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 - 7000.00							
= 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.