

Dalhart Independent School District

District Improvement Plan

2018-2019

Board Approval Date: August 21, 2018

Mission Statement

The mission of *Dalhart ISD* is to provide students with the knowledge,
skills and attitudes necessary to become life-long learners.

Vision

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

Value Statement

Core Values

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

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

Change is an opportunity for growth.

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

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
District Culture and Climate	12
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	16
Family and Community Involvement	18
Comprehensive Needs Assessment Data Documentation	20
Goals	23
Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.	23
Goal 2: DISD will foster strong partnerships and relationships with parents and the community.	29
Goal 3: DISD will provide a healthy, safe and orderly learning environment.	31
Goal 4: DISD will develop, recruit, and retain 100% high quality staff.	33
System Safeguard Strategies	34
District Education Improvement Committee	35
District Funding Summary	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dalhart ISD is located in Dalhart, Texas, a small rural town in the northwest Panhandle of Texas at the junction of Dallam and Hartley Counties. Dalhart has a population of over 8,000 people. Dalhart ISD has approximately 1767 students enrolled in Grades EE through Grade 12. There are four campuses in the district (Dalhart High School – Grades 9-12, Dalhart Jr. High – Grades 6-8, Dalhart Intermediate School – Grades 3-5, and Dalhart Elementary School – Grades EE-2).

The city of Dalhart is growing with new industry. Industrial dairy farms, Hilmar Cheese Company, JBS hog production, and Larson Farms will be attracting more families and migrant workers. This will increase populations of Hispanic, ELL and Migrant students, causing student mobility rates to increase.

This improvement plan focuses on the 2018-19 school year, the demographic information comes from information available on the PEIMS Fall 2016 reports.

Student population for DISD has held relatively steady in the last 5 years. Student groups that show increases in populations for the past 3 years include Hispanic (58%), Economically Disadvantaged (51.29%) and At-Risk students (35%). The 51% economically disadvantaged rate qualifies Dalhart ISD as a Title I district.

The following PEIMS demographic data is based upon Fall 2017 PEIMS submission.

Student Groups	Student Count	Percentage
Economically Disadvantaged	1060	60%
Special Education	149	8.4%
ELL	234	13.20%
GT	31	1.75%
CTE	456	25.72%
At Risk	768	43.32%
Dyslexic	39	2.20%
Black or African American	19	1.07%

American Indian or Alaska Native	8	0.45%
Asian	9	0.51%
Hispanic	1,051	59.28%
Native Hawaiian/Other or Pacific Islander	0	
Two or More Races	21	1.34%
White	665	37.51%

	2015-16	2014-15
Attendance Rate	95.5%	95.4%
Drop Out rate	0.2%	0.3%
Graduation Rate	99.1%	93.0%
College and Career Ready Graduates	60.2%	54.5%

****From TAPR report

Special Education Information

Primary Disability	2017-18 Count	2016-17 Count
Learning Disability	53	52
Speech Impairment	50	41
Other Health Impairment	29	31
Intellectual Disability	11	8

OCTOBER SNAPSHOT DATA

Dalhart ISD attendance rate was 95.62% in 16-17 , and attendance rates have remained near 95% for several years. Dalhart ISD would like to improve student attendance to more than 96%. Most students reside within the city limits with a small percentage of students who live in the rural areas. Dalhart ISD provides transportation to all students living in the rural areas. Dalhart ISD provides in-town bus routes with the hope that this would increase the student attendance rate.

Demographics Strengths

Demographic Strengths:

DISD now has a full time ESL teacher on all campuses.

More teachers are taking advantage of certification incentive for ESL.

DISD is building a bilingual framework. This year there will be a bilingual teacher in Kindergarten and First Grade. Plan is to add a bilingual teacher each year.

Last year staff was trained in strategies for differentiation. This year strategies can be used and adapted to meet the needs of the students.

Demographic Weaknesses:

ESL students are performing below state expectations.

ESL students come to DISD without foundational education (never been in school).

Attendance rate is still below target of 96%.

Economically disadvantaged is underidentified.

Special Ed. students performing below state expectations.

Hispanic students performing below state expectations.

Student Achievement

Student Achievement Summary

2017-18 STAAR SCORES

	Approaches			Meets			Masters		
	District	Region 16	State	District	Region 16	State	District	Region 16	State
3 rd Reading	60%	78%	76%	29%	40%	42%	21%	22%	24%
3 rd Math	57%	79%	77%	34%	46%	46%	13%	22%	23%
4 th Reading	51%	73%	72%	31%	43%	45%	14%	20%	24%
4 th Math	64%	80%	78%	39%	49%	47%	25%	27%	26%
4 th Writing	33%	60%	61%	22%	35%	38%	6%	9%	10%
5 th Reading	72%	78%	78%	26%	48%	51%	9%	21%	25%
5 th Math	84%	88%	84%	42%	59%	57%	17%	29%	30%
5 th Science	69%	78%	75%	30%	39%	40%	14%	14%	16%
6 th Reading	51%	66%	66%	22%	34%	36%	10%	15%	18%
6 th Math	72%	80%	76%	27%	46%	43%	6%	18%	17%
7 th Reading	56%	70%	72%	30%	43%	45%	20%	25%	27%
7 th Math	69%	73%	71%	39%	39%	38%	6%	16%	17%
7 th Writing	Pilot	67%	67%	25%	39%	41%	3%	11%	14%
8 th Reading	81%	76%	76%	50%	43%	46%	19%	21%	25%
8 th Math	88%	82%	78%	58%	53%	49%	12%	16%	15%
8 th Algebra	100%			100%			83%		
8 th Social St	53%	58%	64%	17%	27%	34%	7%	14%	20%
8 th Science	69%	75%	74%	40%	49%	50%	12%	24%	27%
English I	57%	79%	60%	43%	40%	44%	5%	5%	7%
English II	57%	79%	66%	42%	42%	50%	3%	4%	8%
Algebra	85%	85%	83%	26%	51%	56%	9%	25%	33%
Biology	77%	86%	87%	45%	57%	60%	13%	18%	24%
US History	92%	90%	92%	60%	63%	72%	27%	29%	42%

Comparisons by Year

	2018	2017	2016	2015
3 rd Reading	60%	59%	64%	79%
3 rd Math	57%	64%	65%	69%
4 th Reading	51%	55%	65%	56%
4 th Math	64%	65%	63%	69%
4 th Writing	33%	49%	64%	52%
5 th Reading	72%	72%	72%	81%
5 th Math	84%	86%	85%	66%
5 th Science	69%	64%	61%	57%
6 th Reading	51%	51%	66%	76%
6 th Math	72%	64%	69%	75%
7 th Reading	56%	66%	72%	68%
7 th Math	69%	66%	61%	45%
7 th Writing	Pilot	56%	67%	62%
8 th Reading	81%	86%	85%	82%
8 th Math	88%	87%	77%	71%
8 th Algebra	100%	100%	100%	100%
8 th Social St	53%	53%	52%	69%
8 th Science	69%	74%	63%	47%
English I	57%	59%	61%	70%
English II	57%	60%	63%	64%
Algebra	85%	71%	75%	75%
Biology	77%	77%	82%	89%
US History	92%	89%	90%	93%

Comparison Data						
	Approaches		Meets		Masters	
	2018	2017	2018	2017	2018	2017
3 rd Reading	60%	59%	29%	29%	16%	21%
3 rd Math	57%	64%	25%	34%	11%	13%
4 th Reading	51%	55%	22%	31%	11%	14%
4 th Math	64%	65%	32%	39%	14%	25%
4 th Writing	33%	49%	14%	22%	2%	6%
5 th Reading	72%	72%	34%	26%	18%	9%
5 th Math	84%	86%	54%	42%	35%	17%
5 th Science	69%	64%	39%	30%	15%	14%
6 th Reading	51%	51%	21%	22%	7%	10%
6 th Math	72%	64%	39%	27%	10%	6%
7 th Reading	56%	66%	29%	30%	15%	20%
7 th Math	69%	66%	28%	39%	5%	6%
7 th Writing	PILOT	56%	PILOT	25%	PILOT	3%
8 th Reading	81%	86%	41%	50%	23%	19%
8 th Math	88%	87%	55%	33%	14%	4%
8 th Social St	53%	53%	19%	17%	8%	7%
8 th Science	69%	74%	39%	40%	22%	12%
English I	57%	59%	39%	43%	1%	5%
English II	57%	60%	46%	42%	6%	3%
Algebra	85%	71%	57%	26%	31%	9%
Biology	77%	77%	42%	45%	9%	13%
US History	92%	89%	63%	60%	33%	27%

2018 Dalhart ISD By Sub Groups (Approaches Level)					
	All Students	Hispanic	Eco. Dis.	ESL	Special Ed.
3 rd Reading	60%	56%	52%	27%	29%
3 rd Math	57%	53%	49%	27%	43%

4 th Reading	51%	40%	44%	33%	8%
4 th Math	64%	56%	60%	56%	0%
4 th Writing	33%	24%	30%	11%	0%
5 th Reading	72%	71%	65%	53%	33%
5 th Math	84%	83%	85%	53%	67%
5 th Science	69%	63%	64%	36%	23%
6 th Reading	51%	45%	46%	13%	21%
6 th Math	72%	71%	69%	41%	26%
7 th Reading	56%	45%	47%	7%	30%
7 th Math	69%	63%	68%	43%	40%
8 th Reading	81%	77%	77%	48%	----
8 th Math	88%	85%	85%	74%	----
8 th Algebra	100%	100%	100%	---	----
8 th Social St	53%	50%	49%	17%	----
8 th Science	69%	66%	65%	35%	----
English I	57%	48%	43%	4%	29%
English II	57%	45%	45%	25%	9%
Algebra	85%	78%	77%	44%	80%
Biology	77%	65%	63%	35%	57%
US History	92%	90%	88%	60%	88%

Student Achievement Strengths

Student Achievement Strengths:

Mosts campuses have a common planning time for collaboration.

District has provided planning time at the end of the 1st, 3rd and 5th six weeks.

Dalhart Elementary and Dalhart Intermediate have an aligned approach to reading (Balanced Literacy).

Extended learning time at High School has increased student performance in Algebra I.

More of a focus on "Meets" achievement level.

Student Achievement Weaknesses:

Student attendance is below target.

Students needing to stay for after school tutorial have no access to transportation.

Although campuses have many opportunities for parent involvement, participation is limited.

Some families do not value education.

Writing is a concern. Students should be writing across content areas.

Dalhart ISD has a tendency to do too many things instead of doing a few things very well.

District Culture and Climate

District Culture and Climate Summary

DISD values and implements a culture where students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. All DISD staff receive training on how to ensure a healthy classroom climate. Teachers carefully teach, practice and implement procedures and routines so students feel respected and are motivated to learn. Instruction in the classrooms ensure that academics are the primary focus. Teachers disaggregate all student data in order to give appropriate intervention to accelerate each individual student's performance in the least restrictive form. Students are taught that excellence in both personal management and behavior is expected.

District Culture and Climate Strengths

Strengths:

Social media is being used effectively for communication.

PLC's are utilized and productive.

Implementing PBIS at Elementaries.

Teacher of the Six Weeks has been implemented.

New to Dalhart Academy and Mentor program had been very successful.

Weaknesses:

Personnel needs for Special Education are limited.

Student behavior and discipline expectations are not consistent throughout the district.

Limited parent involvement.

Lack of community between campuses.

Lack of communication district-wide.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dalhart Independent Schools actively tries to ensure that students are surrounded by staff who hold high expectations for learning. Staff meets state requirements for certification. Root causes show that all campuses at the end of each school year have vacant teacher positions. The city of Dalhart is 90 miles away from the nearest large city, thus it is hard to attract teachers. Available housing is also limited.

Staff state certification sheets are updated annually. Observations and walk-through documentation are kept on T-TESS manager and in staff files.

All new teachers are given extensive orientation training and supported by campus mentoring teams. It is important to DISD to provide on-going, targeted, job-embedded professional learning. Training at the beginning of each school year is given to all staff and is based upon the needs identified in the district and campus improvement plans. It is provided by Region 16 educational center, teacher leaders, campus instructional specialists, and campus administrators.

Dalhart ISD has implemented a New to Dalhart Academy and mentoring program.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

Pay has increased over time.

Starting pay for first year teachers is competitive.

DISD has implemented Mentor program.

DISD has implemented New to Dalhart Academy.

Teachers are certified in their teaching field.

Administration attends job fairs and recruits heavily.

Dalhart ISD is considered Title I and some teachers may qualify for loan forgiveness.

Stipends for High Needs Area.

Homegrown program has been reinstated.

Weaknesses:

Turnover usually happens late and it is difficult to find teachers.

We do not promote DISD in a way that entices applicants.

Need for more employee incentives.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System will be used to manage the curriculum at DISD.

1. Vertical Alignment Documents and TEKS clarification documents will be used as planning resources.
2. Year-at-a-Glance will be used as a pacing standard merged with the DISD calendar and updated every 6 weeks.
3. Instructional Focus Document will be fully implemented and target common vocabulary with the use of performance assessments.
4. Lesson plans will be required on every campus for every class and turned in on the Friday, prior to instruction. Plans will correlate to the pacing calendar. Plans will include the unit number, common vocabulary, resources and activities with objectives clearly stated and posted in the classroom.
5. DISD grades are to be updated every Tuesday on Parent Portal. There will be a minimum of 10 grades per subject each six weeks. All grades must be tied to curriculum content. At the Jr. High and High School grades will be 10% six weeks tests (no retests), 30% assessments, and 60% daily work. PLC's will create testing norms for assessments (number of questions and question framework). All assessments, excluding six week tests, are eligible for one retest. Retests must occur within 5 days of initial test. The score is the average of the tests. Retests cannot lower original grade.

PLCs will be included in each campus calendar and occur monthly at a minimum. PLCs will include horizontal and vertical collaboration. PLCs will address planning, data, student progress, technology, and training needs.

Grade levels and departmental meetings will occur as planned on each campus. These learning communities will horizontally and vertically align lesson planning, data review, and professional learning along with collaboration with interventionists.

Vertical alignment will occur in content areas.

Curriculum, Instruction, and Assessment Strengths

Strengths:

Continue use of Fundamental 5.

Teachers have common planning time and time at the end of each 6 weeks to plan.

Well communicated curriculum plan.

Aligned approach to teaching reading in elementary (Balanced Literacy)

Implementation of Guided Reading at elementary.

Implementation of Writing Portfolios, need have more conversations about the portfolios.

Opportunities to attend high quality professional development.

Weaknesses:

Vertical alignment is still weak in some areas.

Lack of science supplies at elementary, tutorial materials.

Still need training on PLC.

Family and Community Involvement

Family and Community Involvement Summary

DISD strives to create a family-friendly school environment. Communication avenues (District/Campus websites, Parent Portal, Campus Facebook sites, School Notes, School Messenger and Remind) provide a responsive climate for parents and communicate ways for parents to partner with the schools in the education of their children. Our programs and practices recognize that there are a variety of parenting traditions within the school community. Head Start programs have Family Service Assistants (FSA's) that provide home visits, help in the classrooms, parent programs and health visits. Teachers and staff are given training to help strengthen connections between home and school. The district and campuses provides translations on the school websites and with printed materials in all languages spoken in school. Interpreters are provided for school events especially during registration and Fall Back to School nights.

Parents are given the opportunity to serve on various school organizations and planning committees to help plan programs at each campus. District and campus- based site-decision making committees meet monthly and ask for parent volunteers to be on these committees. LPAC and Migrant PAC meetings are held during the school year to help analyze ELL and Migrant student performances and give suggestions for services needed. Various clubs need parent support. Title I activities are scheduled monthly to encourage parent/guardian participation in school events and planning. A Title I activity log is kept and activities are announced on notes, campus calendars, websites and Facebook pages.

Parent-Teacher conferences for elementary grades are held twice a year, in the fall and in the spring. Registration for secondary school is held in the fall and there is a spring meeting to collect parent surveys. Title I information, programs, Home-School Compact, Parent Involvement Policy, schedules and report cards are shared at these conferences. Other school documents and surveys are given at registration. Registration surveys help identify students for special services.

District, campus, and student report data is given following this schedule:

1. Progress reports are given after the third week of instruction for each 6 weeks of school.
2. Report cards are given every six weeks.
3. Parent Portal has updated grades for students each week.
4. District and campus report cards are given in January.
5. Federal and State district and campus reports are placed on the district/campus websites according to reporting mandates.
6. Student testing profiles are sent home after summative test results are completed and received (TELPAS, STAAR, EOC)

Family and Community Involvement Strengths

Strengths:

Most campuses have active parent organizations.

Campuses utilize a variety of digital communication tools.

Weaknesses:

Although campuses provide many opportunities for parents to get involved, participation in the activities is very limited.

Dalhart ISD needs to better communicate the need for volunteers.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: August 21, 2018

Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.







Performance Objective 1: One hundred percent of district professional development will enhance student achievement.

Evaluation Data Source(s) 1: Staff development records and calendar
STAAR scores

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
System Safeguard Strategy PBMAS 1) Instructional staff will participate in at least one vertical meeting with staff from other campuses.	2.5	Director of Student Services Campus Principals	Collaboration Aligned Instruction Sharing of Strategies				
System Safeguard Strategy 2) Each vertical subject area will identify 2-3 key focus areas for the year.	2.5	Vertical Alignment Teams	Written focus areas				
System Safeguard Strategy 3) Provide teachers of tested subjects highly effective professional development opportunities through Region 16 contracts and other organizations in EOC/STAAR teaching strategies.	2.5	Superintendent Director of Student Services Principals	Increased rigor in instruction Increased student performance				
Funding Sources: 211 - Title I, Part A - 15000.00							
4) Train staff on how to conduct a productive PLC meeting.	2.5	Principals	Increased teacher knowledge Increased collaboration Increased student performance				

5) Provide technology training for staff and students to effectively use technology in the classrooms to enhance instruction and student performance.	2.5	Technology Director Campus Principals	Increased student performance				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.


Performance Objective 2: Students will have the following increases 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) 2: STAAR Scores

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
System Safeguard Strategy PBMAS 1) DES will use interventionists to work with students who struggle with the curriculum.	2.4, 2.5	Superintendent Principals	Increased student performance				
	Funding Sources: 199 - SCE - 72000.00						
2) Identify students with dyslexia or a related disorder. DISD will have a district dyslexia coordinator. If students are identified with dyslexia or a related disorder, acceleration classes will be provided.	2.4, 2.5, 2.6	Special Services Director Dyslexia Coordinator	Increased student performance Identify students in need				
	Funding Sources: 199 - Local - 64000.00						
3) DISD will monitor 504 students' progress and provide accelerated services through targeted RTI.		Special Services Director Campus Principals	Increased Student Performance				
4) Teachers will implement G/T strategies in their classrooms.	2.4, 2.5	Campus Principal	Increased student performance				
System Safeguard Strategy 5) Apply SCE funds to personnel and programs for At-Risk students according to State and Local funding formula	2.6	Business Manager Campus Principals	Staff Retention Student Performance				
	Funding Sources: 199 - SCE - 89000.00						
6) DAEP data will be evaluated to examine student groups served, attendance rates, drop out rates, graduation rates and recidivism rates.	2.4, 2.5, 2.6	Campus Principal DAEP teacher	Increase student performance Increase Graduation Rate				
7) DISD campuses will coordinate and integrate academic and career and technical education content. Students will be exposed to career opportunities.	2.5	Campus Principal CTE Director	College and Career Readiness Increase Student Performance				

8) Each campus will have paraprofessionals to support instruction.	2.6	Superintendent Campus Principals	Increase Student Performance				
	Funding Sources: 199 - SCE - 180000.00						
9) Drop out rates will be evaluated annually.	2.5	Director of Student Services PEIMS Director Campus Principals	Increase Student Performance				
			Increase graduation rate				
10) DISD will implement and utilize updated technology to promote student achievement.	2.4, 2.5	Technology Director Campus Principal	Increase Student Performance				
			Increased access to technology				
Funding Sources: 199 - Local - 56000.00							
11) Homeless and Foster Care students will be identified and services will be provided as needed.	2.4	District PEIMS Director	Increased student performance				
			Increased parent involvement				
12) Provide transition opportunities for students changing campuses.	2.5	Campus Principals	Increased student performance				
			Increased graduation rate				
							


Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.

Performance Objective 3: 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) 3: State assessment scores

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
System Safeguard Strategy PBMAS 1) Provide inclusion training to appropriate staff.	2.4, 2.5	Director of Special Services Campus Principals	Increased Special Ed. performance Increased teacher retention				
System Safeguard Strategy PBMAS 2) Conduct a Special Education Comprehensive Needs Assessment to determine curriculum needs, staffing, and scheduling.	2.4	Director of Special Services Campus Principals	Teacher retention increased Student performance increased				
System Safeguard Strategy PBMAS 3) Provide transition day for Special Education students changing campuses.	2.4, 2.5	Director of Special Services Campus Principals	Increase student performance				
System Safeguard Strategy PBMAS 4) Teachers will be trained on accommodations, continuum of services, and characteristics of disabilities.	2.4	Director of Special Services Campus Principals	Teacher retention increased Student performance increased				
Funding Sources: 224 - Special Education - 1400.00							
							


Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.

Performance Objective 4: Eighty percent of DISD ESL students will move up one proficiency level on the TELPAS Composite.

Evaluation Data Source(s) 4: TELPAS Composite Ratings

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
System Safeguard Strategy PBMAS 1) Identify and provide all LEP students an ESL program that develops proficiency in the listening, reading, writing and speaking of the English language.	2.4	Campus Principals ESL Teachers	Increased student performance				
	Funding Sources: 199 - Local - 5000.00						
System Safeguard Strategy PBMAS 2) Continue implementation of bilingual program.	2.4	Campus Principal Bilingual Teachers	Increased student performance				
	Funding Sources: 199 - Local - 75000.00						
							

Goal 2: DISD will foster strong partnerships and relationships with parents and the community.

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

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

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
1) DISD will provide opportunities to celebrate success in academics, character, attendance, and student achievement with award assemblies at the end of the school year.		Principal, Teachers	Improvement of campus climate. Improved student morale. Reinforce relationship with stakeholders. Communicate student achievements. Communicate positive things that are happening at DISD.				
	Funding Sources: 199 - Local - 500.00						
2) Increase parent / community members as volunteers on school campuses. Provide opportunities at flexible time for convenience.	3.1, 3.2	Human Resource Director, Principals, and Teachers	Increase in number of parent / community volunteers on campuses, volunteer sign-in logs				
3) All campuses will introduce students to local career opportunities through presentations and Career Fairs. Parents will attend career fairs.	2.5, 3.1	Principals, Counselors, and Teachers	Stronger career pathway for DISD students. Alignment of local industry needs and course offerings at DISD. Increased communication with DISD stakeholders.				
	Funding Sources: 199 - Local - 400.00						

4) Provide on going opportunities for parents and community members to join district and campus committees and PTOs.	3.1, 3.2	Parents, Principals, Teacher	Increased input from stakeholders in district planning. Increase in communication with stakeholders. Strengthen relationship with stakeholders.				
5) Maintain and enhance a quality webpage, Facebook page, monthly newsletters or calendars for district and campuses.	3.1	Principals, Teachers	Increase communication with stakeholders. Communicate district activities to community. Increase in community participation at school events.				
Funding Sources: 199 - Local - 6700.00							

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


Goal 3: DISD will provide a healthy, safe and orderly learning environment.

Performance Objective 1: DISD 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) 1: Safety training on PD calendar and campus calendars. Reports of bullying/harassment on file in district office.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
1) DISD will update annually the Student Code of Conduct and Safety Plans for all school campuses. These plans will be made available to all staff, students and parents online and upon request from any administrative office. Information on how to access these plans will be given upon registration each fall each school year.	2.5	Principal, registrar	Increase safety measures Increase communication concerning safety.				
2) Safety Training Programs will be given to staff annually. Safety and health training will be scheduled for students and provided by the school counselors, school nurses and community resources.	2.5	School Nurse Counselors	Staff Trained in student safety measures Increase in number of staff trained.				
Funding Sources: 211 - Title I, Part A - 5000.00							
3) DISD will provide drug dogs for campuses.		Chief of Police	Decreased number of drug related discipline referrals				
Funding Sources: 211 - Title I, Part A - 6000.00							
4) DISD will evaluate discipline referrals and develop measures to reduce referrals	2.5	Campus Principals	Increase graduation rate				
							

Goal 3: DISD will provide a healthy, safe and orderly learning environment.

Performance Objective 2: By September 2018, the DISD Chief of Police will organize a District Safety and Security Committee.


Evaluation Data Source(s) 2: Committee Members

Sign In

Agenda

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
1) DISD will organize a Safety and Security Committee	2.4	Chief Of Police	Increase in communication across district. Increase opportunities for stakeholder input in district safety measures.				
2) DISD will develop a process to collect input from stakeholders on safety and security issues.	3.1, 3.2	Chief of Police Safety and Security Committee	DISD will have an aligned process for stakeholders to provide input on safety and security. Increase in communication of safety measures.				
							

Goal 4: DISD will develop, recruit, and retain 100% high quality staff.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
1) Stipends will be offered to recruit and maintain staff in high need areas.	2.5	Chief Financial Officer Superintendent Human Resources Dept.	Increase teacher retention. Increase in applicant pool.				
				Funding Sources: 199 - Local - 36000.00			
2) DISD will continue the First Year Teacher Academy.	2.4	Superintendent Director Student Services Campus Principals	Increase in staff retention. Increase in communication between faculty. Improve district culture.				
				Funding Sources: 199 - Local - 1200.00			
3) DISD will attend job fairs, and advertise job openings.	2.4	Director Student Services Human Resources Director	Increase applicant pool Communicate with potential job candidates. Build relationships with universities.				
				Funding Sources: 199 - Local - 500.00			
4) All para-professionals will be highly qualified.	2.4	Campus Principal	Increase staff retention				
5) DISD will reimburse certificate examinations in high need areas as approved by Human Resources.	2.4	Superintendent	Increased retention rate				
				Funding Sources: 199 - Local - 60000.00			
6) DISD will ensure that low-income and minority students are not taught at a higher rate by teachers who are inexperienced, out-of-field or ineffective (defined by Equity Plan)	2.4	Director Student Services Campus Principals	Increased student performance Increased retention rate				
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional staff will participate in at least one vertical meeting with staff from other campuses.
1	1	2	Each vertical subject area will identify 2-3 key focus areas for the year.
1	1	3	Provide teachers of tested subjects highly effective professional development opportunities through Region 16 contracts and other organizations in EOC/STAAR teaching strategies.
1	2	1	DES will use interventionists to work with students who struggle with the curriculum.
1	2	5	Apply SCE funds to personnel and programs for At-Risk students according to State and Local funding formula
1	3	1	Provide inclusion training to appropriate staff.
1	3	2	Conduct a Special Education Comprehensive Needs Assessment to determine curriculum needs, staffing, and scheduling.
1	3	3	Provide transition day for Special Education students changing campuses.
1	3	4	Teachers will be trained on accommodations, continuum of services, and characteristics of disabilities.
1	4	1	Identify and provide all LEP students an ESL program that develops proficiency in the listening, reading, writing and speaking of the English language.
1	4	2	Continue implementation of bilingual program.

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Patti Hampton	DES
Classroom Teacher	Carol Dixon	DES
Classroom Teacher	Barbara Miller	DES
Classroom Teacher	Bethanne Ballew	DIS
Classroom Teacher	Dona Smith	DIS
Classroom Teacher	Veronica Boatman	DIS
Classroom Teacher	Jordan Evans	DJHS
Classroom Teacher	Shannon Wilson	DJHS
Classroom Teacher	Deborah Dunham	DJHS
Classroom Teacher	Sandra Richmond	DHS
Classroom Teacher	Curry Read	DHS
Classroom Teacher	Lida Trusler	DHS
Non-classroom Professional	Claudia Montoya	DES
Non-classroom Professional	Misty Heiskell	DIS
Non-classroom Professional	Jeff Hutton	DHS
Non-classroom Professional	Whitney Read	DHS
Parent	Susan Bailey	Parent
Business Representative	Reynaldo Encinias	Business
Business Representative	Carol Lathem	Business
Community Representative	Becky Amyx	Community
Community Representative	Alice Thetford	Community
District-level Professional	Sarah Nutter	District Professional
Ad Hoc	Joe Alcorta	Superintendent

District Funding Summary

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$64,000.00
1	2	10			\$56,000.00
1	4	1			\$5,000.00
1	4	2			\$75,000.00
2	1	1	Supplies		\$500.00
2	1	3	Supplies		\$400.00
2	1	5	Website contract, supplies		\$6,700.00
4	1	1	Stipend Budget		\$36,000.00
4	1	2	Stipends, books, supplies		\$1,200.00
4	1	3	Registration fees, travel		\$500.00
4	1	5			\$60,000.00
Sub-Total					\$305,300.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$72,000.00
1	2	5			\$89,000.00
1	2	8			\$180,000.00
Sub-Total					\$341,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$15,000.00
3	1	2			\$5,000.00
3	1	3	Contract for services		\$6,000.00
Sub-Total					\$26,000.00

224 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$1,400.00
				Sub-Total	\$1,400.00
				Grand Total	\$673,700.00