

Diboll ISD
Diboll Primary
Campus
Improvement Plan
2011-2012

Date of School Board Approval

Diboll Primary Mission Statement

The mission of Diboll Primary School Is

- **To provide a safe, nurturing environment for each child.**
- **To provide experiences that are developmentally appropriate and promote a love of learning.**
- **To have a positive influence in each child's life by preparing him/her academically, physically and emotionally to be responsible, productive students.**

The Vision of Diboll Primary School

- **We should all work toward a positive self-esteem for each child.**
- **All children learn in their own individual way.**
- **We can make a difference in each child's life.**
- **Education is a shared responsibility between home, school, and community.**
- **Education should develop lifelong learners.**
- **Education should stay aware of current trends in education and technology.**

**Campus Site Based Team Members
2011-2012**

Classroom Teacher

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Non Teaching Professional

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Parent

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Professional Staff

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Introduction Goal-setting Documents

Education-related goal-setting occurs at many levels. The DISD Site Based planning and decision making process is regulated by board policy [BW {Legal}; BQA {Legal}; BQB {Legal}; and BW Regulation {Diboll Independent School District Site Based Planning and Decision Making Administrative Procedures}] updated March of 2010 in accordance with Legislative Update 87. In addition, education related goal setting occurs at many levels.

State

- Public school systems in Texas are governed by the State Board of Education (SBOE) in conjunction with legislature. State Board policies and laws are administered by the Texas Education Agency (TEA). State Board goals are noted in this document as they relate to the district's efforts.

District

- Through a board-based input process, the Diboll Board of Trustees identifies needs and priorities at the annual goal-setting workshop. The Superintendent goals originate from the identified priorities.
- The other district wide document is the *District Improvement Plan* which undergoes revision at least annually to reflect the changing, evolving, ongoing business conducted by the district in accordance with board policy {BQ, BQA, BQB, ARM-BQ Regulation}.

Campus

- Each principal collaborates with a *Campus Site Based Team* to examine the *District Improvement Plan* and formulates a *Campus Improvement Plan* to address the needs of their students and the programs planned or underway on their campus in accordance with board policy {BQB Legal, ARM-BQ Regulation.}

Team/Department

- Teams of teachers (led by Department Chairs, Team Leaders, liaisons, etc.) collaborate to establish priorities and implement procedures.
- District-level departments set goals and timelines for completion of projects that support the instructional program.

Individual

- District staff are expected to conduct personal goal-setting related to their students' achievement, their own professional development, etc.
- Many students (especially those having difficulty) benefit from individual goal-setting related to their academic performance and/or behavior.

No Child Left Behind (NCLB) Act Of 2001

* The No Child Left Behind Act of 2001, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- *provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students*
- *have highly qualified teachers and principals*
- *provide a learning environment that is safe and drug free, and conducive to learning; and*
- *are accountable to the public for results.*

*The 10 Components of a Title I (NCLB) School Wide Program

1. **Comprehensive Needs Assessment:** *A formal needs assessment was completed for the 2011-2012 school year and a summary is included in this plan.*
2. **School-wide Reform Strategies:**
 - *Reading / ELA*
 - *SRA Reading Mastery, a direct instruction program in reading K-1, in addition to a balanced literacy curriculum;*
 - *Integration of writing and reading skills using technology ,and professional development*
 -
 - *Math and Science*
 - *Increased focus of professional development for teachers and administrators who teach math and science.*
 - *Increased instructional time in math and science instruction to improve / accelerate learning.*
 - *Vertical and horizontal teaming to assure vertical and horizontal alignment of the written, taught, and assessed curriculum as articulated in the Curriculum Management Plan and using the CSCOPE framework;*
 - *Leadership development to assist campus leadership in:*
 - *Developing a culture that promotes professional learning communities;*
 - *The consistent and continual implementation and management of a viable written, taught, and tested curriculum;*

- *Evaluating and improving instruction in the classroom;*
- *Collecting and using data for decisional making purposes*
 - *Learning walks*
 - *DMAC instructional data*
 - *Program evaluation*
 - *Professional Development Appraisal System (PDAS)*
 - *Classroom observations and teacher conferencing*
 - *Lesson planning and implementation*

- *Continue and refine implementation of Response to Intervention systems with a focus on the identification of needs and subsequent interventions in Tier I and II.*
 - *Refinement of a schedule that is conducive to Tier I and II tutoring, teacher teaming time for planning and professional learning groups.*

- *Continue and refine implementation of a bilingual program for grades PK3-1 one way dual language program and a renewed emphasis on the ELL curriculum supplements, and instructional strategies at all grade levels.*

- *Expand the Early Childhood 3 year old program to provide “jump start opportunities to parents and at risk students;*
 - *Evaluate the effectiveness of the PK3 Early Childhood program using a longitudinal data collection and tracking system.*

- *Increase academic rigor in cores subjects through professional development at the campus and classroom levels in preparation for increased academic rigor as measured by STAAR;*

- *All core classroom teachers will be trained in gifted and talented instructional strategies;*

- *Frequent, consistent use of instructional technology in the classroom to engage our ‘virtual generation’ of students in the learning process.*
 - *Increase training opportunities for staff regarding instructional technology availability and use;*
 - *Increase technology access for students and teachers*

3. **Instruction by highly qualified teachers:** *The campus seeks to employ and retain highly qualified staff and provide ongoing high quality staff development to maintain teacher quality.*
4. **High quality, ongoing professional development for all staff and parents, if appropriate:** *The district and campus site based teams works collaboratively with district departments to develop, implement, and monitor the district and campus professional development initiatives.*
5. **Strategies to attract highly qualified, highly effective teachers:** *The Department of Human Resources and district Administrators work to recruit and retain highly qualified, highly effective teachers in a systemic and strategic manner.*
6. **Strategies to increase parental involvement:** *The campus continuously assesses the needs and interest of parents using an annual survey completed by the district Parent Involvement Coordinator, and works to meet those needs as articulated in the district and campus Parent Involvement policies and plan.*
7. **Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs:** *The transition needs of early childhood students are addressed through the districts Child Find process. Child Find is a joint effort between the district and Head Start, the local early childhood intervention program, Even Start, the EC-3 program, local day care centers, and local private school students. Orientation for students transitioning from the Primary to the Elementary campus takes place in the spring.*
8. **Measures to include teachers in the decisions:** *The district formally involves teachers in the curriculum and assessment decision making process through the campus and district site based teams, lead teacher meetings, and teacher district and campus vertical and horizontal teaming. Teacher surveys are, at a minimum, completed annually.*
9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance:** *The campus seeks to quickly identify and remediate academic weaknesses through the Response to Intervention systems which are articulated in the district's Response to Intervention Guidelines. The system provides a process to identify students who are falling behind their peers, develop research based interventions to target the student's weaknesses using a combined protocol and problem solving model; and track student progress using Universal Screening Progress Monitoring tools. The system addresses the criteria for establishing expectations and measuring results.*
10. **Coordination and integration occurs between federal, state, and local services and programs:** *The campus continuously seeks to expand both knowledge and available resources through the coordination of services with various state, federal and local programs and resources through the blending of funds in accordance with financial guidelines.*

***NCLB Performance Goals and Performance Indicators**

To facilitate the implementation of the No Child Left Behind Act, the U.S. Department of Education identified **five performance goals** and a **core set of performance indicators that focus on student achievement**. The goals address levels of academic proficiency that all students are expected to meet. Underlying the five goals is the presumption that all state, local and federal educational resources will be integrated and coordinated to reach the **overarching goals of improved student achievement**.

PERFORMANCE GOAL 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment.

Performance Indicator: The percentage of Title I schools that make adequate yearly progress.

PERFORMANCE GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts and math on the State's assessment, as reported for performance indicator 1.

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Performance Indicator: The percentage of classes being taught by highly qualified teachers.

Performance Indicator: The percentage of teachers receiving high-quality professional development.

Performance Indicator: The percentage of paraprofessionals who are qualified.

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Indicator: The number of persistently dangerous schools, as defined by the State.

PERFORMANCE GOAL 5: All students will graduate from high school.

Performance Indicator: The percentage of students who graduate from high school, with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged:

Performance Indicator: The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged: calculated in the same manner as used in National Center for Education statistics reports on common core of data.

- *Required*

CAMPUS NEEDS ASSESSMENT

1. Curriculum, Instruction, and Assessment

CSCOPE is the district adopted curriculum for all grade levels. CSCOPE does not have lesson plans for the PreKindergarten 3 and 4 grade levels. PreKindergarten 3 and 4 have recently begun implementation of the recently district adopted curriculum Scholastic's Big Experience. Kindergarten and first grade have scope and sequences that are based upon CSCOPE's. However, they have been 'tweaked' by the grade levels to meet student's identified needs. All curriculum and student performance concerns, changes, and monitoring can be done on a weekly basis through the Wednesday and after school grade level meetings, and quarterly data team meetings. The CSCOPE curriculum is supplemented by state and district adopted materials such as: Houghton Mifflin Reading (K, 1); SRA Reading Mastery (K, 1); Harcourt Math (K, 1); Scholastic's Big Experience (PK3 and 4); Language For Learning (PK 4); Estrallitas (Bilingual Dual Language PK3, PK4, K, and 1.) All supplemental instructional materials are directly linked to the TEKS and the PK (revised) guidelines.

Instruction is provided in a wide variety of instructional formats to accommodate the different learning styles of the students. Instructional staff has access to student computer stations (3-4 per classroom), data projectors, wireless tablets, and Neo boards. Instructional delivery is designed to maximize student engagement, create a positive learning climate, introduce higher order thinking skills, problem solving, and critical thinking. Due to the age and the attention span of the students, instruction is typically student centered and hands on. Instruction is monitored through district learning walks and formal observations. Instructional staff are provided feedback through one on one meetings with principals, accessing the Eduphoria system (for formal and summative evaluations), informal emails, and review of district and campus learning walk data.

We are currently in the process of researching a PK3 norm referenced universal screening to purchase for immediate implementation. PreKindergarten 4 students are tested three times of year: beginning of year (BOY), middle of year (MOY), and end of year (EOY) with the Circle and Language For Learning screening. These screenings test students over letter identification, vocabulary development, phonological awareness, and Math (PK4 only.) The 2008-2009 school year was the last year that Diboll Primary utilized the TPRI to test all Kindergarten and First grade students. It was replaced by AIMSWEB Early Literacy, at the beginning of the 2009-2010 school year. AIMSWEB Early Literacy tested students over letter naming, letter sound, and a reading curriculum based measurement (first grade only.) Kindergarten and First grade students are also tested with the AIMSWEB Early Numeracy. Students are assessed on oral counting, number identification, quantity discrimination, and missing number. Kindergarten and First grade students also participate in six weeks unit testing in Math, Science, ELA, and Social Studies. LEP students in both grade levels also participate in the Texas English Language Proficiency Assessment System (TELPAS.) Teachers are trained about how to administer the universal screenings and are aware of the testing standard expectations. Screening monitors are provided during screening administration to ensure that the integrity and validity of the testing information (i.e.- one screener per two teachers.) All students receive the same assessments, unless modification has been deemed necessary by the 504, ARD, or SIT (Student Intervention Team) committee.

Student data (including, but not limited to, formal and informal evaluations) is one piece of the information that helps determine if a student needs to receive additional support outside of the classroom or is referred for testing for a learning or emotional

disability. The committee will also review student absences, student discipline, report card, staff observations, and parent observations.

Low performing / special needs students receiving interventions (tier one or higher) are documented in the SA2 by the individual providing the intervention (i.e.- classroom teacher, interventionist, etc.) In addition, the student may also be progressed monitored (PM) on a weekly, monthly, or six week basis depending on the student's identified learning needs.) Progress monitoring is also facilitated by either the classroom teacher or an interventionist. This process is outlined as part of the campus RTI process.

Summary of Identified Needs:

1a – Staff development to address effective teaching strategies; continued CSCOPE training; continued SRA training; assessment training (i.e.- universal screenings, TELPAS, LAT, etc.); technology training; SA2; GT training; and anti-bullying curriculum training.

1b – Analyze data to identify areas of concern to further adjust instructional programs to student needs.

1c – Monitor student progress through grade level meetings, ARDS, SITS, LPAC's, and data team meetings to determine acceleration / remediation of student instruction.

1d – Utilize researched based instructional strategies to impact student performance.

1f – Plan lessons as a grade level to foster teamwork, focused planning, goal setting, and curriculum monitoring.

1g – Design and implement a balanced literacy program for grades Kindergarten and first which includes a balanced instructional focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

1i- Teach LEP, Bilingual, G/T, and special education students the TEKS as outlined in CSCOPE documents (adjusting instruction as necessary to meet the particular groups learning characteristics and academic needs.)

1j- Accelerate dual language student's successful acquisition of biliteracy in English and Spanish.

1k – Facilitate and refine the RTI model of intervention to close the achievement gap for all students not performing at expectations.

1l – Implementation of a PK3 bilingual program.

1m – Improve at risk students' choices for success by providing interventions based on the students' needs.

1n – Teachers will provide enhanced classroom instruction through the utilization of various forms of technology.

1o – Maintain a library / media center which contains a balanced collection of grade appropriate literature for self-selection by the students and a variety of learning resources to support classroom instruction within a balanced literacy program.

2. Demographics

Diboll Primary School (DPS) in Diboll ISD is a Title I campus that currently houses grades PPCD / Pre-K3 through First Grade. Diboll Primary was a TEA "recognized" campus for two consecutive years (2007-2008; 2008-2009) and is currently an academically acceptable campus (2009-2010; 2010-2011.) It is paired with Temple Elementary in the accountability rating system. Diboll Primary had an enrollment of 477 for the 2011-2012 school years. Professional staff at Diboll Primary consists of 47 highly qualified staff members to include instructional staff in PPCD, Pre-K3, Pre-K4, Kindergarten, First Grade, and

instructional teacher assistants. Five of the professional staff members are providing bilingual instruction to Pre-K3, Pre-K4, Kindergarten, and First grade students in a dual language classroom. Our staff also includes a music teacher, a PE teacher, a librarian, and two interventionists. Currently, thirteen (45%) of the teachers on this campus have 6-20 years of experience. Sixteen teachers (59%) at DPS have their ESL certification and five (19%) have their bilingual certification. Six teachers (22%) have special education certification. Staff demographics averages are: Hispanic=11%; African American=4%; and White=85%. One hundred percent of the staff at DPS are female. DPS currently has two teacher assistants in the PPCD Classroom; three teacher assistants in the Pre-K program; one teacher assistant that serves the LEP students in the ESL content based and bilingual classrooms, one teacher assistant serving as Interventionist teaching assistant, and one teacher assistant who serves in the computer lab. All teacher assistants are highly qualified and have the appropriate state certifications. In 2010-2011, the campus student population was made up of 14% African American, 54% Hispanic, and 32% White. Over 40% of the student body at DPS consists of at-risk students; including LEP, socio-economic, migrants, and retainees. Currently 8 PreK, 6 Kindergarten, and 2 First grade students are identified as homeless. This constitutes approximately 3% of the total enrollment. Two students have been identified as migrant. This constitutes less than 1% of the campus total student population. Seven first grade candidates have been identified for eligibility to participate in the districts gifted and talented program. This constitutes approximately 5% of the total first grade student population. Teacher/Student ratios during the 2011-2012 school year averaged: Pre-K3=13:1; Pre-K3 Dual Language= 13:1, Pre-K4=16:1; Pre-K4 Dual Language=16:1; Kindergarten=19:1; Kindergarten Dual Language=19:1; First Grade=17:1, First Grade Dual Language=15:1. The district and campus have made a commitment to maintain a 15:1 student:teacher ratio in PK3, and a 18:1 student:teacher ratio in PK4. The 2010-2011 PreK4 class is the largest PK4 group since the implementation of the program within the district. There are currently 130 students enrolled in the full day PK4 program.

Summary of Identified Needs:

- 2a. Dual Language Program in PreKindergarten 3.
- 2b. Continued development and implementation of RTI in meeting needs of at-risk population.

3. Family and Community Involvement

Family and community members are given several opportunities to be involved in meaningful activities on the Primary campus. The campus hosts a “Meet The Teacher” night in which parents, students, and family members have an opportunity to visit their student’s classroom and meet the teacher prior to the first day of school. At the end of the first six weeks, the campus also hosts a ‘Report Card Day.’ This gives parents the opportunity to pick up their student’s report cards personally, and briefly visit with the teacher about any areas of concern. There are also several opportunities to attend award ceremonies, musical programs, and PTSA meetings throughout the course of the school year. Typically, we have observed that the younger the student is, the more involved the parents are. As the students move through the grade levels, you see most parent participation in these activities decrease. Many of the students come from single parent households. This may be a contributing factor in low parent participation rates. The campus also hosts a Read night; a Math and Science Spring Carnival, and a Bilingual night. At these events parents are given information, strategies, and games they can play with their student at home that will reinforce what is being learned in the classroom.

We have also hosted PTSA based activities like ‘Bring Your Dad To School Day’ and a ‘Grandparents Day’ luncheon. Some of the campus student population has parents that can communicate only in Spanish. Staff are available in the office, cafeteria, and throughout the campus to assist with translation when it is necessary. We communicate with these parents as we do with any other parent (except in Spanish): either directly (via translator), call out system (with a message in Spanish), translated texts (i.e.- letters, reminders, etc.), the marquee, and the campus and district websites. The 2010-2011 parent involvement survey and parent school compact feedback forms indicated that 90% of the surveys returned indicated that the parents were satisfied with the number of parent involvement opportunities and the activities that were offered during the course of the school year. 94% of the surveys returned reported that the parents, community members, etc. felt respected and valued by the campus personnel. 88% of the surveys returned indicated that the respondents felt adequately informed of the school’s programs and accomplishments.

Summary Of Identified Needs:

- 3a. – Increase student attendance by motivating students to attend school daily by creating an engaging and supportive environment.
- 3b – Implement an action plan targeting strategies to address incentive plans; and enhance communication with parents, community and health professionals.
- 3c – School will provide opportunities for parent / community interactions through Meet The Teacher night, Math and Science Spring Carnival, book fairs, field day and other special events along with a volunteer program.
- 3d – Utilize the local media, the campus and district website, the School Reach call out system, and newsletters to inform parents / community of student activities / programs and achievements.
- 3e – Encourage membership in the PTSA.
- 3f – Utilize the Diboll ISD and Primary campus website to announce campus activities each week.
- 3g – Utilize School Reach call out system to support campus to community communications.

4. School Context and Organization

Diboll Primary has a Master Schedule which allows for optimum instructional time throughout the school day. In the past two years, the staff participated in either morning and/or afternoon duties (on a rotational basis.) The rotation schedule was developed to allow teachers to only have duty responsibilities in the afternoon. It will allow the teachers to be at the classroom door to greet the students as they enter the classroom, and to begin instruction in a more timely and efficient manner. Each teacher has a one hour conference and planning period. During that one hour period, the students may either be in the library, technology class, music class, or PE. Due to their grade level sizes, the PK3 teachers (3) are able to have their grade level conference periods at the same time. This gives them additional time for grade level collaboration and support. The remaining grade levels (PK4, K, First) each have seven to eight teachers. Four teachers from each grade level conference at the same time. We refer to this grouping of teachers as ‘pods.’ Teacher’s lunch times and recess periods are also scheduled. Each Kindergarten and First grade classroom schedule will reflect 3 hours of ELA / Reading instruction, 2 hours of Math instruction, and 1 hour of Social Studies / Science instruction daily. 1 hour of the ELA / Reading instruction will be spent on Reading Mastery instruction. The elective instructional

staff also have a common conference period. Teacher assistants are scheduled according to student intervention needs, and to provide instructional support in the PK and LEP classrooms. (They also have a scheduled lunch, and two 15 minute breaks.) During the 2011-2012 school year, great emphasis continues to be placed on teaching Reading Mastery on a daily basis. The Reading Mastery data continues to reflect growth of first graders reaching Reading Mastery Level 3 by the end of the first grade year. Universal Screening data is disaggregated and studied through data team meetings, the RTI team, and grade level meetings in order to determine individual needs of students. (The RTI Team includes the administrative team, interventionists, and teachers.) Decisions are made by the team to provide more intense instruction to those students showing a need in specific subject areas.

Diboll Primary staff has an active role in decision making through District and Campus Site Based Committees. Staff select, through voting, representatives from each grade level to serve on both the District and Campus Site Based Committees. Parent Surveys and Compacts are utilized to obtain information from parents regarding school organization. Parent and community members are included on both the District and Campus Site Based Committees. Teachers have further decision making opportunities as provided in weekly grade level meetings. Faculty and staff meetings are held to inform and support staff, and to include all staff in the decision making process. These meetings are held on an as needed basis. Communication is also provided to all staff through formal and informal emails (as needed), the morning announcements, grade level meetings, faculty and staff meetings, and the school reach call out system (emergencies only.) New teachers on campus receive support through mentor teachers. Mentor teachers must have a minimum of three years teaching experience. For first year teachers, a mentor will be assigned for a minimum of two school years. New instructional staff also receive a two day district and campus orientation in addition to the standard beginning of the year staff development. All staff receive one week of district and campus staff development at the beginning of each school year. Diboll Primary staff is afforded optimum communication possibilities through an open door policy with both the principal and assistant principal as well as through emails. Diboll ISD holds town hall meetings which afford the opportunity for parents and community members to voice concerns and ask questions. All district and campus administrative staff make themselves available to answer any questions that may arise at these meetings.

School expectations reveal that the rigor in curriculum is being raised as higher expectations lends higher achievements. The Primary tries to take advantage of opportunities to integrate activities and support other campuses or organizations within the district and community. Including, but not limited to:

- The instructional staff and administration mentor high school students that are interested in pursuing a career in education. Interested students are allowed to make classroom observations and volunteer on campus during their non-instructional time (with approval from their campus administration.)
- For the past three years, we have celebrated ‘Read Across America’ and Dr. Seuss’s birthday with junior high and high school students that have volunteered to come and read to the students on that date.
- Annually, the campus purchases Jack Backer t-shirts for each employee to support the local athletic boosters club.
- The Primary campus periodically hosts PTSA meetings on our campus. Our students will provide some type of presentation for the entertainment portion of the meeting.
- The DHS cheerleaders assist the staff during field day activities.

- DHS students in their Education Practicum class assist the teachers each morning by working with students and assisting with various needs in the classroom.

Summary Of Identified Needs

4a. Adjustment to the duty rotation and master schedule allow for more instructional time, grade level preparation time, and better use of transition times between rotations.

4b. Continuation of weekly grade level meetings exclusively for grade level preparation and progress monitoring of students.

4c – Continuation open PK3 and PK4 enrollment to all students residing within the school district in an effort to increase student participation at these grade levels.

5. School Culture and Climate

Diboll Primary School currently houses grades PPCD/Pre-K3 through First Grade. Diboll Primary had a student enrollment of 477 for the 2011-2012 school year. Staff currently describes the school climate as a generally safe environment. Both students and staff display a feeling of being physically safe and report that lock down, fire, and tornado drills work toward keeping them aware of procedures to follow in an emergency situation. An Emergency Drill Procedures Team consisting of Principal, Assistant Principal, Office Staff, Counselor, and Intervention Team is in place and trained in conducting all drills and covering the campus in an emergency situation. Diboll Primary School utilizes the Raptor System to screen individuals using their driver's license or other form of state issued identification for certain offenses. Fencing and gates were installed during the 2009-2010 school year to further ensure a safe and secure environment. Security cameras are installed at the entrances to each building.

Parent school compacts and surveys assist in obtaining feedback on the school culture and climate. Data from the compacts and surveys is disaggregated and discussed in detail with all staff. Student assessments and needs are also discussed. Plans for changes are implemented into the campus plan as they are needed. There have been no disciplinary placements for the past four school years (2007-2008; 2008-2009; 2009-2010, 2010-2011.) This suggests a downward trend in extreme inappropriate behaviors. Staff further reports that expectations are for all students to exceed in: academics, behavioral, social/emotional and physical abilities. In accordance with the Texas Positive Behavior Support Initiative, 67% of the instructional staff has been trained in Crisis Prevention Intervention (CPI) during the 2011-2012 school year. A concern for the Diboll Primary staff is the high student absences and tardy rates. These students tend to fall behind and are not as academically solid as compared to their peers who have consistent and regular attendance. Diboll Primary School promotes Red Ribbon Week each year in an effort to lay a foundation to prevent future negative behaviors in areas relating to substance abuse. In addition, the counselor facilitates classroom guidance lessons that address leading a drug free lifestyle, bullying, self esteem, and appropriate social interaction. The counselor also schedules presentations with 'Leo The Lion' from the Alcohol and Drug Abuse Council to coincide with our Red Ribbon Week activities. The instructional staff also schedules presentations from local community leaders (i.e.- fire department, police department, dentist's office, etc.) to speak to the students throughout the year on several topics, including but not limited to, being drug free and making healthy choices. The Music and PE teacher utilize the district's health and wellness curriculum to also assist in promoting a healthy lifestyle and choices on a daily basis through their activities. First grade students are invited to participate in an after school group named the 'Circle Club.' The club is facilitated by a volunteer from the community. Its

primary purpose is to assist in developing social skills and positive life experiences. Some of the facilities at Diboll Primary School are in need of renovation/repair. Some buildings are in excess of fifty years old, and some of the classrooms do not even have doors. The campus currently has no empty or unused classrooms. There is no room for growth without the building of additional facilities. The district is aware of this problem and is in the process of constructing new facilities. District surveys completed by the teachers, students, and parents regarding safe schools and school climate indicate that parents and students feel safe, believe they are treated fairly, and feel that teachers are supportive, respectful, and helpful. The same surveys also indicate that students are concerned about teasing and bullying, fair enforcement of rules, other student's failure to treat each other with respect, and not feeling challenged with their school work. (There is a district concern that only 17% of the parents responded to the survey that was received at their home address with a stamped self addressed return envelope.) Staff surveys indicate that they share many of the same beliefs as the parents and students.

Summary of Identified Needs:

5a - Attendance & Tardies will be monitored on weekly basis by Assistant Principal and procedures will be implemented as outlined in Campus Handbook to increase attendance rate across campus.

5b - Attendance incentives will be implemented during the 2011-2012 school year to encourage regular attendance.

5c - Emergency Drill Procedure Team will continue and will be retrained at the beginning of the 2011-2012 school year and one of the following drills will be conducted each month (Fire, Tornado, Lock Down)

5d – Participated in drug free activities with support of PTSA.

5e – Classroom guidance lesson emphasizing social skills and drug free lifestyles.

5f – Continue implementation of the Healthy and Wise wellness curriculum.

5g – Develop and implement positive behavior supports in accordance with the Texas Positive Behavior Support Initiative.

5h – Maintain, repair, and replace all security monitoring devices as needed.

5i – Place doors on all classrooms.

5j - Purchase and implement a bullying curriculum

6. Staff Quality, Recruitment, and Retention

100% of the instructional and support staff on the Primary campus meet the 'highly qualified' requirements. 52% of the instructional staff has ESL certification. 16% of the instructional staff and 38% of the support staff are bilingual in Spanish. 83% of the instructional staff has early childhood certification. 17% of the instructional staff has certification in the area of special education. The average years of experience of a Primary campus teacher is 8.8.

Instructional staff are recruited through attendance at job fairs, the district website, and word of mouth. New instructional staff are assigned a mentor teacher for at least one school year. First year / new instructional staff are assigned a mentor teacher for at least two school years. New instructional staff are provided a two day district and campus orientation in addition to the standard beginning of year staff development. Mentor teachers must have at least three years teaching experience.

Collective decisions regarding staff development needs are made at grade level meetings, site based meetings, and after school faculty meetings based upon needs identified in the campus improvement plan. Individual decisions regarding professional development are based at the discretion of the administrator based upon the individual's instructional needs and the needs identified in the campus improvement plan. Staff development occurs throughout the year during inservice days, after school staff meetings, weekly grade level meetings (during and after school), attendance at workshops / conferences, completion of online coursework. Staff development suggestions are taken from the completed TSR (Teacher Self Report), the district electronic survey, individual requests, and learning walk observations. Teachers that attend out of district staff development are responsible for presenting the staff development information to the remainder of the staff.

District staff have been provided professional development opportunities in technology, CSCOPE, STAAR, Math (Dr. Clemens Model), and Higher Order Thinking Skills. All instructional and support staff have been provided opportunities to be trained in CPI (Crisis Prevention Intervention – Restraint Training), CPR, and AED training. Implementation of staff development is monitored through learning walks, lesson plans, and discussion in grade level meetings. Individual staff development opportunities are based upon several factors some of which are: teacher's identified needs, teacher's number of years of experience, campus identified needs, and teacher's area of instruction. Staff development strategies appear to be working. Teachers are trying new ideas in their classrooms. Students scores are continuing to move upward! Instructional staff are provided performance feedback through one on one meetings with the principals, accessing the Eduphoria system (for formal and summative evaluations), informal emails and notes, and review of campus and district learning walk data. In general, student performance continues to improve in all areas of the universal screenings. The improvement in student performance is due to the improved teacher instruction. Over the past 2 years, all staff have received focused professional development targeted at improving curriculum and instruction, and developing professional learning communities and reflective practitioners. Spring of 2011 staff surveys indicates teachers are interested in learning more about technology enhanced instruction and instructional strategies.

Summary of Identified Needs:

- 6a – Actively recruit teachers and staff through job fairs and internet job postings.
- 6b – Encourage currently certified teachers to earn additional teaching credentials, especially in critical needs areas(ex-ESL bilingual).
- 6c – Provide new teachers with mentors (with at least 3 years teaching experience) to provide support.
- 6d – Ongoing professional development to address instructional and student needs.

7. Student Achievement

Student achievement data is disaggregated by the campus administration, interventionists, and instructional staff. Data is looked at for each individual student, as a classroom, as a grade level, and as a campus. Data is reviewed for areas of strength and concern from each individual student to the campus as a whole. This process is facilitated through the Wednesday grade level meetings, data team meetings, and grade level meetings.

The student attendance rate has relatively remained the same since the 2006-2007 school year. Attendance is typically in the 95% range. The campus has experienced truancy problems with students in each grade level. Unfortunately, students that are chronically absent are typically much weaker academically than their peers that attend on a regular basis. At this age, the responsibility to ensure that the student is at school every day falls upon the parent (more so than the student.) Thus, the parents need to be educated about the importance and potential legal ramifications for chronic absenteeism. Attempts to educate parents, include notes home, phone contact, newsletters, flyers, home visits, brief speeches at assemblies, and utilizing the school reach call out system. In 2010-2011, the attendance rate of the Hispanic subpopulation was 95.4%, the LEP subpopulation was 95.6%, the White subpopulation was 94.5%, and the African American subpopulation was 94.2%. The 91.6% special education and 92.4% Migrant rate are also low. A majority of the students that are identified as special education on this campus are in our PPCD unit. These students typically have severe health problems and impairments that result in medical absences (i.e. – liver transplants, g-tubes, seizures, etc.) that cannot be avoided.

Reading Mastery is an intervention based phonics reading program that is used in all of the non-bilingual classrooms in Kindergarten and First grade. Kindergarten students begin the program in Reading Mastery I, First graders typically use Reading Mastery II, and so on. However, the students are periodically tested and are placed in groups according to their ability levels. So, the student is able to progress as fast or as slow as he / she needs to for optimal learning. By the end of the 2010-2011 school year, 46 of the Kindergarten students were already in Reading Mastery 2, 41 of the first grade students were already in Reading Mastery III.

27% of the student population has been identified as Limited English Proficient (LEP.) According to the 2009-2010 Texas English Language Proficiency Assessment System (TELPAS), 73% of the Kindergarteners were rated as ‘beginning.’ The remaining 27% were rated as ‘intermediate, advanced, or advanced high.’ In first grade, 50% showed growth and the remaining showed no progress or regression. There is some concern over the validity of the scoring of the TELPAS items by the instructional staff. The instructional staff will be retrained in the scoring process during the 2010-2011 school year. Future scoring will be done collaboratively (as a grade level) with the bilingual coordinator facilitating.

The Circle test is administered to our PK3 and PK4 students as a universal screening at the beginning, middle, and end of the year. The Circle test assesses them over letter identification, vocabulary, and Math. This is the second year that the Math module has been implemented. PK4 data shows a steady increase in all areas of testing from the beginning of the year to the end of the year. Overall, as compared to the 2009-2010 data, the students came in at a higher level and left at a higher level than they did during the previous year. After a one year trial, the campus decided to discontinue the administration of the CIRCLE universal screening with the PK3 classes. There was a concern over the validity of the three year olds testing results.

AIMSWEB Early Numeracy is a universal screening that is administered to the Kindergarten and First grade students. Students are assessed in the following areas: Oral counting (OCM), Number Identification (NIM), Quantity Discrimination (QDM), Missing Number (MNM). Cohort comparisons of the 2010-11 data indicate that there is little or no regression during the transition between grade levels over the summer. Students scores continued to increase from 15% to 40% the following year. Grade level comparisons from the beginning to the end of the school year show an increase from 4% to 43%. Kindergarten students greatest area of strength was missing numbers (86% above target) and their greatest area of weakness was number

identification (71% above target.) In first grade, the area of greatest strength was missing number (92% above target) and their weakest area was number identification (84% above target.)

AIMSWEB Early Literacy was implemented as a universal screening for Kindergarten and First grade during the 2009-2010 school year. (Prior to the 2009-2010 school year, the TPRI was used.) AIMSWEB Early Literacy assesses student over letter identification, letter sound, phoneme segmentation, nonsense word fluency, and a reading curriculum based measurement (first grade only.) Kindergarteners showed student progress in the 90th percentile in 3 out of the 4 categories (letter sound, phoneme segmentation, and nonsense word) from the beginning of the year to the end of the year. First graders only showed student progress in one category from the beginning of the school year to the end of the school year (phoneme segmentation.)

AIMSWEB MIDE was implemented as a universal screening for the bilingual classrooms. This is the second year for Kindergarten, and the first year for First grade to use the MIDE. The Kindergarten bilingual classes MIDE scores show improvement in syllable segmentation and reading (two out of four categories.) First grade bilingual classes did not show improvement but maintained their scores in two out of the five categories (syllable reading, Spanish reading curriculum measurement.)

Summary Of Identified Needs:

7a – Analyze data to identify areas of concern to further adjust instructional programs to student needs.

7b – Monitor student progress through grade level meetings, ARDS, LPACs, SIT meetings, vertical / horizontal alignments meetings, data team meetings, and response to intervention (RTI) teams to determine acceleration / remediation of student instruction.

7c – Effectively utilize researched-based instructional strategies to positively impact student performance.

7d – Continue implementation of in class assistance to students during reading and / or math class.

7e – Plan lessons as a grade level to foster teamwork, focused planning, goal setting, monitor curriculum, and analyze data.

7f – Teach LEP/Bilingual, GT, and special education students the TEKS as outlined in CSCOPE documents, adjusting instruction as necessary to meet the particular group's learning characteristics and academic needs.

7g – Accelerate dual language student's successful acquisition of biliteracy in English and Spanish.

7h – Facilitate and refine the RTI model of intervention to close the achievement gap for all students not performing at expectations.

7i – Continued development of a bilingual dual language program (PK3 – 1.)

7j – Improve at risk students' choices for success by providing interventions based on the students' needs.

7k – Teachers will provide enhanced classroom instruction through the utilization of various forms of technology.

7l – Increase student attendance by motivating students to attend school daily by creating an engaging and supportive environment.

7m – Implement an action plan targeting strategies to address incentive plans.

8. Technology

Instructional staff have personal computers, data projectors, wireless tablets, and 3-4 student computer stations available in each classroom. They also have access to a student computer lab, digital cameras, a document camera, printers, copiers, document camera, notebooks with WITS (interactive whiteboard system), internet, and video streaming. According to the STAR chart, the campus is rated at the 'developing technology' level in all four key areas (i.e.- Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure For Technology.) Technology is integrated across the curriculum. It is a fun way to introduce and reinforce learning concepts, while facilitating hands on opportunities.

The Primary campus has some of the oldest technology in the district (i.e.- student computers and infrastructure) and is relatively 'poor' in current technology. In an effort to make our instruction more interactive and hands on for the students we have purchased a data projector and wireless tablet for each classroom over the past two years. The acquisition of new technology has become a priority for the campus. Specifically, the purchase of document cameras, additional digital cameras, IPOD type devices. Student computers and infrastructure will be upgraded when the campus moves to its new facilities in less than a year.

The instructional staff finds the technology that is available useful. However, they feel that more training is essential to properly integrate it into their classroom instruction. Trainings that would allow hands on participation and provide time to prepare technology integration into the lessons or curriculum would probably be more beneficial.

The current network design offers firewall and filter protection. However, the instructional staff are often limited to the number of websites they can access (even if they are educationally based.) The current computer hubs are in a fixed location within the classrooms. Thus, the instructional staff is limited in the way in which they can effectively arrange their classrooms. In the future, the staff would like to have wireless routers to eliminate this area of concern. This concern will be addressed through the new facilities in less than a year.

Summary Of Identified Needs:

8a – Staff development to address technology in the classroom.

8b – The acquisition of new technology for instructional use.

8c – Teachers will provide enhanced classroom instruction through the utilization of various forms of technology.

2011-2012 CAMPUS GOALS

Campus Goal 1: All students will demonstrate proficiency in their reading and writing of the English language and in their understanding of mathematics, science, and social studies as evidenced by consistently improved performance on the campus, district, and state assessments.

- Design and implement a system that assures strategic planning for instruction on a daily basis at the classroom level and includes a system to monitor and adjust instruction as needed based on student response to instruction.

Campus Goal 2: Close the achievement gap between all students and the African American, Hispanic, White, Eco Economically Disadvantaged, Special Education, Limited English Proficient, and At Risk students by those special populations of students found to be underachieving by elevating performance expectations; accelerating academic growth, and varying motivational and instructional strategies used to meet their needs as evidenced by an increase in the passing percentages of the targeted subpopulations.

- All students within all subpopulations will demonstrate subject level proficiency as evidenced by universal screening performance.

Campus Goal 3: Improve student attendance.

- Students and parents will understand the connection between school performance and post secondary success.

Campus Goal 4: Recruit, train and retain 100% highly qualified and effective staff that are responsive to the needs of the district's diverse students population.

- Diboll Primary School's teachers and paraprofessional staff will be highly qualified and effective.

Campus Goal 5: Refine strategies to maintain a safe, disciplined, and drug free environment conducive to student learning and employee effectiveness.

- Students will choose to be drug free.
- Students will choose to follow the code of conduct; recognize and choose not to perpetrate or be victimized by bullying.
- Students and staff will be proficient in implementing the Emergency Response System.
- Teachers will use positive behavior supports in the classroom.
- All campuses will be safe and secure.

Campus Goal 6: Expand and refine efforts in communicating with students, parents, and the community.

- Parents will be informed of student progress, school events, and initiatives within the school system.
- Parents will become partners with teachers.
- Spanish speaking students will participate in the bilingual programs.

Campus Goal 7: Finance the education of all students in an equitable and adequate manner that reflects fiscal Responsibility in budget planning

- Develop a campus plan to project facility and equipment needs.
- Develop a campus staffing plan.

Campus Goal 8: All students, teachers, and district staff will use multiple technology resources to support and improve student instruction.

- Integrate technology across the curriculum to support teaching and learning.
- Maintain a technology and telecommunication infrastructure to support campus needs.
- Support staff with professional development to integrate technology into teaching, learning, management, and administration.
- Integrate technology into administrative processes to support data driven decisions.

<u>KEY:</u>	TPRI	Texas Primary Reading Inventory
	CIRCLE	Phonological/Awareness, Language/Literacy & Math
	BOY/MOY/EOY	Beginning of Year/Middle of Year/End of Year
	AIMSweb	Early Numeracy
	AIMSweb	Early Literacy
	AIMSweb	MIDE

TPRI	2006-2007 % Developed		2007-2008 % Developed		2008-2009 % Developed	
	BOY	EOY	BOY	EOY	BOY	EOY
Kindergarten	80	98	64	96	43	98
First	68	95	51	82	56	93

CIRCLE Language	Testing Categories	2009-2010 % Satisfactory	
		BOY	EOY
PRE-K 3	Letter Identification	9	80
	Vocabulary Development	30	43

CIRCLE Language	Testing Categories	2007-2008 % Satisfactory		2008-2009 % Satisfactory		2009-2010 % Satisfactory		2010-2011 % Satisfactory	
		BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
PRE-K 4	Letter Identification	12	77	12	77	36	96	46	87
	Vocabulary	39	44	39	44	70	87	58	68
	Phonological Awareness	98	100	98	100	97	100	100	100
CIRCLE Math	Testing Categories	2009-2010 % Satisfactory			2010-2011 % Satisfactory				
		BOY	MOY	EOY	BOY	MOY	EOY		
PRE-K 4	Basic Math Skills	NA	98	100	91	100	100		

	2008-2009					2009-2010			2010-2011			
AIMSweb Early Numeracy	% Above Target					% Above Target			% Above Target			
Fluency Probes	Kindergarten		First			Kindergarten		First	Kindergarten		First	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
OCM-Oral Counting	66	47	71	52	54	82	83	87	70	85	92	76
NIM-Number Identification	54	60	38	62	48	71	65	84	66	75	52	73
QDM-Quantity Discrimination	78	60	52	73	71	76	64	94	79	79	62	86
MNM-Missing Number	61	71	52	84	43	86	72	92	56	74	58	84

	2008-2009			2009-2010			2010-2011					
AIMSweb Early Literacy	% Above Target			% Above Target			% Above Target					
Fluency Probes	Kindergarten			First			Kindergarten			First		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
LNF – Letter Identification	75	66	75	66	NA	NA	79	73	82	64	NA	NA
LSF – Letter Sound	67	78	95	70	NA	NA	82	82	94	80	NA	NA
PSF – Phoneme Segmentation	NA	82	93	51	83	98	NA	85	96	83	93	94
NWF – Nonsense Word	NA	91	87	73	64	85	NA	83	96	83	72	79
R-CBM – Reading Curriculum Based Measurement	NA	NA	NA	NA	66	75	NA	NA	NA	NA	63	62

AIMSweb MIDE	2009-2010						2010-2011					
	% Above Target						% Above Target					
Fluency Probes	Kindergarten			First			Kindergarten			First		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
M-LNF – Letter Naming	100	72	88	100	83	87	86	NA	NA	NA	NA	NA
M-LSF – Letter Sound	NA	81	88	NA	83	81	90	NA	NA	NA	NA	NA
M-SSF – Syllable Segmentation	88	88	97	93	90	94	100	100	96	100	100	96
M-SRF – Syllable Reading	NA	69	82	NA	30	77	86	61	86	86	86	86
Spanish Reading	NA	NA	NA	NA	NA	NA	NA	NA	NA	75	75	75

Campus Goal 1: All students will demonstrate proficiency in their reading and writing of the English Language and in their understanding of mathematics, science, and social studies as evidenced by consistently improved performance on the STAAR assessment.

Summative Evaluation: Exemplary performance will be evidenced by student scores on BOY, MOY and EOY Universal Screenings (AIMS Web, Circle, Language for Learning), Woodcock Munoz and TELPAS.

How	Who	When	What Resources	Formative Evaluation
1. Staff development to address the following: (a) Focus on effective teaching strategies; (b) C-Scope training (c) SRA Training (d) Universal screenings, TELPAS, LAT (e) Integration of technology in the classroom (f) SA2 (g) CPI (Crisis Prevention Intervention) (h) CPR/First Aid (i) GT Training (j) Anti-bullying curriculum (k) Math (Dr. Clements Model) (l) Administrative leadership (Dr. Johnson Model) CNA: 1a, 6d, 8a	District Curriculum staff, principals; team leaders; instructional technology staff	Grade Level Times Aug. 11–19, 2011; Jan. 2, 2012; Feb. 20, 2012; June 1, 2012	Title 1; General budget	Agendas for staff development and teachers' planning periods; curriculum guides; lesson plans; classroom visits; Formative share sessions; grade level meetings
2. Analyze data to identify areas of concern to further adjust instructional programs to student needs. CNA: 1b, 7a	District curriculum staff, principals; team leaders, teachers	Each six weeks	Unit assessments; Universal Screening; TELPAS; LAT; Progress Monitoring; Reading Mastery	Unit Assessments; lists of students receiving; intervention; promotion/passing rates; progress monitoring
3. Monitor student progress through grade level meetings, ARDS, LPACS, SIT meetings; vertical/horizontal meetings, data team meetings, and response to intervention (RTI) teams to determine acceleration/remediation of student instruction. CAN: 1c, 7b	District curriculum staff, principals, team leaders, teachers	Depending on the tier of intervention for RTI from weekly to monthly	Data Analysis Team, Universal Screenings; TELPAS; LAT; Progress Monitoring	Lesson plans; Common Assessments; Promotion/Passing Rates; Progress Monitoring
4. Effectively utilize researched – based Instructional strategies to positively impact student	District curriculum staff; principals,	Daily	SRA Reading, CScope,	Curriculum guides; lesson plans;

performance. CNA: 1d, 7c	team leaders, teachers			Common Assessments; Promotion/Passing Rates
5. Plan lessons as a grade level to foster teamwork, focused planning, goal setting, monitor curriculum, analyze data. CNA: 1f, 4c, 7e	Grade level teachers; principal; District and campus curriculum staff	Weekly	CScope Lessons; district adopted curriculum	Unit assessments; lesson plans
6. Strategically design and implement a balanced literacy program for grades PK-1 which includes a balanced instructional focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. CNA: 1	Dept. School Improvement; Curriculum Department; Principals; Campus and/or District Teacher Teams; Special/ Programs Intervention Staff;SRA Reading Coaches, Consultants as needed.	Fall and spring semester	CScope Framework, SRA Reading Mastery and Supplemental Materials; additional fluency building resources as needed. Houghton Mifflin Reading textbook adoption materials.	All students will progress at a rate commensurate with same grade peers as evidenced by student progress in the six areas of balanced literacy using: universal screenings, progress monitoring; unit assessments.
7. Maintain a library/media center which contains a balanced collection of grade appropriate literature for self-selection by the students and a variety of learning resources to support classroom instruction within a balanced literacy program. CNA: 1o	Librarian, library staff; curriculum department; principal	Fall and spring semester	General budget; Title I funds	Library inventory
8. The district will continue open PK3 and PK4 enrollment to all students residing within the school district in an effort to increase student participation. CNA: 4f	Superintendent; principals	May 2012	Flyers, marquee, newspaper, school reach call out, radio, campus & district website	Increase student enrollment in PK3 and PK4.
9. Scheduling that will maximize instructional, preparational, and transitional times. CNA: 4a	Principal, teachers	Aug. 2011	Master schedule; Employee feedback	Learning walks; classroom observations; increased instructional time.
10.Implement the new PK curriculum and resources to meet	Department Of	First Semester	General Budget;	Increase student

<p>the new PK standards</p> <p>CNA: 1d, 7c</p>	<p>School Improvement; Curriculum Department; Campus Principals; PK Teachers</p>		<p>Title Funds; Textbook Funds</p>	<p>performance on universal screenings, report cards, etc.</p>
<p>11. Strategically design and implement aligned math instruction in Grades Pre-kindergarten through 3rd grade which emphasizes a focus on teaching students how to reason mathematically and use problem solving strategies that can be applied to real world situations. Instruction will be designed to elicit student engagement and interest and target the following math concepts: understanding, computing, applying, reasoning/problem solving</p>	<p>Curriculum & Instructional Staff Support Services & Technology Staff, Principals, Special Programs Intervention Staff</p> <p>Funding: Title. IDEA, State & Local</p>	<p>CSCOPE IFD's Team Planning Supplemental textbooks Whole Group Instruction with Flexible grouping strategies Small Group Tutorials Math Intervention Classes Professional Development in best practice strategies such as real world application, structured conversation, oral scaffolding, visual cues, and peer partners; (Dr. Clements ESC 7;CAMT)</p>	<p>Sept. 2011 Jan. 2012 May 2012 June 2012</p>	<p>All students will progress at a rate commensurate with grade peers as evidenced by individual and group progress using: Universal screenings, progress monitoring, unit assessments, benchmarks, STAAR; Grades; Teacher Observation</p>

		Professional Development in <i>The Math Learning Trajectories</i> (Dr.D.Clements)		
11. Develop and articulate a collaborative instructional planning system that requires the planning team/ teacher to review the IFD and plan for daily instruction based on the rationale and goals of the IFD. The system will include a template that is conducive to daily planning; a schedule and setting that is conducive to collaborative planning; an assessment process that requires formative assessment using teacher observation, questioning & anecdotal records; Performance Indicators, Unit Assessments to evaluate effectiveness of instruction and allow for timely adjustment in instruction to meet the learning needs of each student	Curriculum Dept. Technology Staff Principals Teachers & Horizontal Teaching Teams	Electronic Template PD for Administrators and teachers including: Facilitating the planning process with teams of teachers using the IFD Evaluating instruction in the classroom & conferencing with teachers (Dr. Johnson) Collecting, analyzing, engaging in reflective conversations about the trend data (Dr. Crain) Curriculum Based Assessment (Johnson, ESC 7) Authentic Assessment observations,	Template: October 31 Principals observations and conferences 11/15/11 Trend Data (LW) conversations with all staff 12/15/11 Administrative Regulation regarding Instructional Planning and formative assessment: 1/31/12	Articulated Plan Plans in shared folders Team notes reflecting team planning DMAC data reflecting unit assessments Teacher observations as documented in anecdotal notes in SA 2 Improvement in student performance as evidenced by Unit Assessments, Grades, STAAR performance

		questioning, anecdotal records.		
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Campus Goal 2: Close the achievement gap between all students and the following subpopulations: African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient, and At Risk students by targeting special populations of students found to be underachieving; elevating performance expectations; accelerating academic growth; and varying motivational and instructional strategies used to meet their needs as evidenced by an increase in the passing percentages of the targeted subpopulations.

Summative Evaluation: An increase in the passing standards of individual students will be evidenced by BOY, MOY and EOY universal screening (AIMSweb, Circle, TELPAS, Language for Learning, and Woodcock Munoz scores).

How	Who	When	What Resources	Formative Evaluation
1. Teach LEP/Bilingual, GT, and special education students the TEKS as outlined in CScope documents, adjusting instruction as necessary to meet the particular group's learning characteristics and academic needs. CNA: 1i, 7f	Curriculum staff, teachers; principals; G/T coordinator; ESL/Bilingual	Each six weeks	Special Services Staff SCE-FTE's (see appendix)	Lesson plans; reports on student achievement; IEP; Common Assessments
2. Accelerate dual language student's successful acquisition of biliteracy in English and Spanish. CNA: 1j, 2a, 7g	Bilingual/ESL coordinators; bilingual and ESL teachers; campus administrators; curriculum staff; teacher assistants	Each six weeks	Staff Development; Campus Funds	LPAC Data; agendas and rosters; Common Assessments, LAT, TELPAS
3. Facilitate and refine the RTI model of intervention to close the achievement gap for all students not performing at expectations. CNA: 1k, 2b, 7h	RTI Grade level teams; Data Analysis Team; Intervention Team Members	As defined by tiers of intervention for RTI Model; 2 times per month	RTI Manuals; Conference Rooms for grade level meetings	Number of students exited from each tier of intervention; grades;
4. Continued development of a bilingual program (PK3-1) CNA: 1l, 2a, 7i	Bilingual coordinator; bilingual teachers; campus administrator; curriculum staff; teacher assistants	Each six weeks	Estrellitas curriculum Language for Learning	Enrollment in bilingual program; universal screening assessments

5. Teachers will provide enhanced classroom instruction through the utilization of various forms of technology. CNA: 1n, 7k, 8c	Teachers, Librarians, Teacher assistants, counselor.	Daily	Data projectors, computers, screens, ez teach tablets, document camera, ipod type devices	Documented in lesson plans, learning walks
6. Improve the special education students programs and learning outcomes by offering a continuum of services to meet the spirit of LRE; monitoring student performance; and adjusting IEPs in a timely manner as needed to assure student learning.	Principals Special Programs Staff Curriculum & Instruction Staff Intervention Staff Special Populations Teachers, Vertical & Horizontal Teacher Teams.	CSCOPE IFD's Progress Tracking system(AIMSWEB SEM, Ren. Enterprise, DMAC) PD on Brain Based Strategies for learning; Materials and supplies to enhance learning; Funding: Title, IDEA, State & Local	Universal Screening Data Review 9/11, 1/12, 5/12	The District will demonstrate progress toward achieving AYP with the Special Education sub-population. Scores will improve in ELA, Math annually.
7. Improve at-risk students chances for success by providing them with extended instructional and tutorial time; verify that existing time is used correctly; find and use additional instructional time.	Principals Special Programs Staff Curriculum & Instruction Staff Intervention Staff Special Populations Teachers, Vertical & Horizontal Teacher Teams.	Progress Tracking System (AIMSWEB, SA-2	Universal Screening Data Review 9/11, 1/12, 5/12	The academic performance of at risk students' will be commensurate with same grade peers on state and district assessments
8. Ensure successful transition for students moving between levels by preparing them to respond positively to the changes of progressing to a new setting.	Principals Special Programs Staff Curriculum & Instruction Staff Intervention Staff Special Populations Teachers, Teachers and Teacher Teams.	Transition Plans Student Intervention Plans First Grade's Blast off to Second Grade 3 & 4 Year Old PK Roundup	Review status/ adjust as needed by 12/15/11	Students will transition successfully as evidenced by the design and successful implementation of written transition plans.

Campus Goal 3: Improve student attendance.

Summative Evaluation: Evidence of improved student attendance will be indicated by a higher classroom, grade level, and campus attendance rate.

How	Who	When	What Resources	Formative Evaluation
1. Increase student attendance by motivating students to attend school daily by creating an engaging and supportive environment. CNA: 3a, 5a, 5b, 7l	Campus staff and administration; student services; nurses, attendance committee	Daily	Incentives; Campus funds; Truancy court; School Reach call out system	Semester excessive-absence reports; *Attendance *Universal screens
2. Implement an action plan targeting strategies to address incentive plans; and enhance communication with parents, community and health professionals. CNA: 3b, 5b, 7m	Campus staff and administration; student services; nurses	Each six weeks and semester	Incentive committee; Flyers , school reach call out, campus funds	Increase attendance; Reduce Tardies / Leaving Early; Discipline referrals
3. Monitor the implementation of the districts Leaver Policy to ensure that students are tracked correctly and the completion and dropout rates are reduced.	PEIMS department Superintendent Principals	State Guidance Documents Board Policy	September 2011 and ongoing.	Policy will be shared with school staff in a routine manner and will be easily accessible to school staff. Website?
6. Develop Character Development & Career Mentoring Programs	Principals, CTE Staff, Counselors	Character Development Curriculum Career Mentoring Curriculum Monitoring System Appointed Coordinator Title, Local, State Funding	Review and adjust by 12/15/11	Students participating in the program will demonstrate improved attendance and grades.

Campus Goal 4: Recruit, train and retain highly qualified and highly effective staff that are responsive to the needs of the district's diverse student population.

Summative Evaluation: Evidence of recruitment, training, and retention of Highly Qualified staff will be indicated by the percentage of staff that are Highly Qualified in their teaching assignment

How	Who	When	What Resources	Formative Evaluation
1. Actively recruit teachers and staff through job fairs and internet job postings. CNA: 6a	Principal; Human Resources Specialist	Spring semester	Diboll ISD Brochures and website	Number of Highly Qualified Teachers
2. Encourage currently certified teachers to earn additional teaching credentials especially in critical needs areas. (ex: ESL, Bilingual) CNA: 6b	Campus Administration	Spring and Fall Semester	Texas Education Agency; State Board of Education Updates	Number of increased certifications
3. Provide new teachers with mentors (with at least 3 yrs. teaching experience) to provide support. CNA: 6c	Principal; Mentor Teacher	Aug. 11	Mentor/Mentee handbooks	End of year evaluation forms
4. Monitor the implementation of the districts Leaver Policy to ensure that students are tracked correctly and the completion and dropout rates are reduced.	PEIMS department Superintendent Principals	State Guidance Documents Board Policy	September 2011 and ongoing.	Policy will be shared with school staff in a routine manner and will be easily accessible to school staff. Website?
5. Develop Character Development & Career Mentoring Programs	Principals, CTE Staff, Counselors	Character Development Curriculum Career Mentoring Curriculum Monitoring System Appointed Coordinator Title, Local, State Funding	Review and adjust by 12/15/11	Students participating in the program will demonstrate improved attendance and grades.

Campus Goal 5: Implement strategies to maintain a safe, disciplined, and drug free environment conducive to student learning and employee effectiveness.

Summative Evaluation: Evidence of a safe and drug free environment will be evidenced by a low discipline and drug related offenses referral rate.

How	Who	When	What Resources	Formative Evaluation
1. Conduct training, drills, and safety audits to ensure coordination with all aspects of the emergency management plan. (EOP) CNA: 5c	All Staff	One time per month	Crisis Management Manual; City Police Department; District Police Chief	Drill responsive time; number of correctly implemented requirements
2. Students will Participate in drug free activities with the support of PTSA. CNA: 5d	All Staff	Red Ribbon Week	Ribbons; posters; Student materials	Number of active participants
3. Lessons in the classroom emphasizing social skills and drug-free life styles. CNA: 5e	Counselor	Monthly	Social Skills Curriculum	Counselor's schedule; Learning walks
3. Continue implementation of the Healthy and Wise curriculum CNA: 5f	Nursing Staff; Coaches; Teachers; Food Service and Staff	Daily	Curriculum Components	Curriculum Probes; Fitness testing; Lesson plans
5. Teachers will use positive behavior supports in accordance with the Texas Positive Behavior Support Initiative. CNA: 5g	Special Programs, Interventionist, Special Populations Teachers, Teachers	Fall Semester	Staff Development in TBSA and CPI	Documentation of training (sign in sheets, certificates) Reduction in discipline referrals by 5%.
6. Maintain, repair, and replace all security monitoring devices as needed. CNA: 5h	Superintendent Principals CF	Daily	District Police Chief; District funds	Monitoring of Eye Max DVR system
7. All kindergarten classrooms will have doors	Principals, Superintendent CFO	Spring Semester	Explore funding options, include goal and objectives in safety plan	District Safety Plan will target this as an objective with explicit strategies and resources designated to this

CAN:5i				initiative.
8. Purchase and implement a bullying curriculum. CNA: 5j	Counselor, Principal	Aug. 11- May 12	Anti-bullying guidance lessons	Counselor's log Purchase order for curriculum
9. Maintain, repair, and replace all monitoring devices as needed. Add another resource officer for new k-6 campus. Have Security Gates and Doors on all Older Buildings.	Superintendent Principals CFO	Explore funding options, include goal and objectives in safety plan.	Review & update 12/11/2011	District Safety Plan will target this as an objective with explicit strategies and resources designated to this initiative.

Campus Goal 6: Expand and refine efforts in communicating with students, parents, and the community.

Summative Evaluation: Communication with students, parents, and the community will be evidenced by the school reach call out log, the campus and district website, and sign in sheets for parent involvement activities

How	Who	When	What Resources	Formative Evaluation
1. School will provide opportunities for parent/community interactions through Meet the Teacher Night, Math and Science, Spring Carnival, Read Night, Bilingual Night, Bring Your Dad to School Day, Grandparent's Day, Book Fairs, Field Days, and other special events along with a volunteer program. CNA: 3c	All Staff	Dates specified on campus calendar	Parent Involvement funds	Sign in Sheets
2. Utilize different modes of communication to inform parents/community of student activities/programs and achievements.	Campus Administration Campus instructional and support staff	Monthly	Newsletter, Correspondence Materials, Campus website, Diboll Free Press, Marquee,	Sign in sheets for activities and programs; number of volunteers

CNA: 3d			Lufkin Daily News	
3. Encourage membership in the PTSA. CNA: 3e	Principal	First Six Weeks	Email; Incentives	Number of new members
4. Utilize the Diboll ISD and Primary website to announce campus activities each week. CNA: 3f	Secretaries, Principals, Teachers, Librarian	Weekly	Calendar District/campus website	Increased number of parents/community members on campus.
5. Utilize School Reach to support campus to community communications CNA: 3g	Principal	Weekly	Computer program	Increased number of parents/community members on campus
6. Provide Parent communication of the District Bilingual Programs	Principals Bilingual Teachers Parent Involvement Coordinator Curriculum & Instruction Staff Superintendent	Bilingual Newsletters Bilingual Nights Notice/Information to Various Media Website Newspapers School Reach Parent Meetings Title, Campus, Comp. Ed Funds	Review and updated by 12/15/11	Parent attendance at bilingual events will increase by 5% as documented by sign in sheets. Regular review of website by Parent Coordinator for parent friendly postings. Increase in the number of LEP students enrolling and participating in the bilingual programs in PK, K 1, 2

GOAL 7: Finance the education of all students in an equitable and adequate manner that reflects fiscal responsibility in budget planning.

How	Who	When	What Resources	Formative Evaluation
1. Produce a Board Approved Staffing	Campus administration	Superintendent	7/1/2011: Review	Superintendent reviewed

Plan		Asst. Superintendent Human Resources Principals Directors	annually in January.	@ intervals
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GOAL 8: All students, teachers, and district staff will use multiple technology resources to support and improve student instruction.

How	Who	When	What Resources	Formative Evaluation
1. DMAC, AIMSWeb programs will continue to be utilized to improve instruction	Teachers, Principals, Director Student Support	Local SCE Title	Six Weeks Grading Periods	TAKS Scores DMAC/ AIMSWEB
2. Maintain a web-based subscriber services for Info Center, Britannica Online, Ebsco for research	Campus Librarian, Principals	Local	Six Weeks Grading Periods	Webpages
3. Thirty or more hours of technology professional development will be made available per school year to all teacher	Director Support Services, Director Student Support Services, Principal	Local Federal	June-July	Staff Dev. Records, Workshop Schedules, Sign-in Sheets
4. Technology workshops based on competency data from Teacher STARR Charts will be offered periodically throughout the year to aid teachers progress toward mastery of the Technology Applications Educator Standards I – V	Director Support Services, Director Student Support Services, Principals	Local Federal	June-July	Staff Dev. Records, Workshop Schedules, Sign-in Sheets, STaR Chart improvements
5. Implement new state initiative of Project SHARE.	Director, Support Services; Curriculum & Special programs Director; Principals	Local Federal	First year implementation; annually thereafter for new teachers	Sign in sheets

Sources of Data for Evaluation

10-11 AEIS Report

10-11 Performance Based Monitoring and Analysis System Indicators for NCLB, CTE, Bilingual and Special Education

10-11 AYP Report

10-11 Report on Recruitment and Retention of Highly Qualified Staff

10-11 PEIMS Report

10-11 State Performance Plan

State Compensatory Education	
Support Personnel	\$288,594.00
Supplies	\$25,874.00
Professional Services/Staff Development/Travel	\$6,772.83
Total	\$321,240.83