Diboll Independent School District

District Improvement Plan

2008- 2009

The Mission of Diboll Independent School District

Diboll Independent School District, as the educational center of our community, prepares our students for the challenges of the 21st century through the collaborative efforts of parents, staff and community in a safe learning environment.

The Vision of Diboll Independent School District

Diboll is the "District of Choice" in East Texas. *State of the Art* facilities provide an ideal learning environment for all students. An exemplary staff, innovative and challenging curriculum, and an actively involved community foster creative centers of learning for everyone.

Our students graduate as healthy, confident, honest citizens eager to enter society as happy, productive, young adults. They excel in academics, technology, communication and the arts. They view themselves as having completed the first step in a life-long journey, fully prepared to accomplish their goals and visions.

As the leading school district in our area, we are committed to quality education for the well-being of our children. The full involvement and resources of the entire community allow Diboll Independent School District to provide the education necessary to meet the challenges of the 21st century. Our dedication to education makes Diboll the most desirable place to live in East Texas.

Diboll District Improvement Team Members 2008-2009

District Improvement Team

Name:	Position:
Craig Ruby	Professional Staff
Mark Kettering	Professional Staff
Laurie Burton	Professional Staff
Lara Kelley	Professional Staff
Janice Koether	Professional Staff
David Neyland	Classroom Teacher
Debbie Gaard	Classroom Teacher
Patricia Smith	Classroom Teacher
Laura Hobbs	Non-Teaching Professional
Kevin Swor	Classroom Teacher
Joey Acker	Classroom Teacher
Carol Mettlen	Non-Teaching Professional
Kristen Sherman	Classroom Teacher
Gayle Monroe	Classroom Teacher
Susie Martel	Classroom Teacher
Lisa Havard	Special Pop Teacher
Meredith Walker	Classroom Teacher
Diana Moore	Special Pop Teacher
Tammy Joseph	Classroom Teacher
Patti Campbell	Classroom Teacher
Betty Capps	Community
James Rhone	Community
Bryan Wilson	Business
Martha Hernandez	Business
Bentina Berry	Parent
Liz Monrroy	Parent
Melba Cauley	Parent
Tina Cavazos	Parent
Sabrina Fisher	Parent
Jacolby Spencer	Student
Caurie Cheshire	Student
JJ Ojeda	Student

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Introduction
Goal-setting Documents

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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 district's *Long-Range Plan,* designed to span multiple school years, originates from the identified priorities.
- The other district wide document is the *District Improvement Plan* (the document you're reading now) which undergoes revision annually to reflect the changing, evolving, ongoing business conducted by the district.

Campus
- Each principal collaborates with a *Campus Site Based Team* to examine the *District Improvement Plan* and formulate a *Campus Improvement Plan* to address the needs of their students and the programs planned or underway on their campus.

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.

* 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 08-09 school year and a summary is included in this plan. The assessment incorporated the following data: AEIS Report: AYP Report: PBMAS Report: HQ Report: Early Reading Assessment: Staff Surveys: and Parent and Community Surveys. Additionally, a Small School District Curriculum Audit was completed by the Texas Curriculum Management Audit Center (TASA) in February 2008. The findings are incorporated into this plan.*

2. **School-wide Reform Strategies**: *The district provides opportunities for all children to attain proficiency with academic performance using effective methods and instructional strategies to strengthen the core academic program and increase the amount and quality of the learning time with underserved populations, low achieving students, and those most at risk of not meeting academic standards. District-wide initiatives, strategies and interventions include:*

   - *SRA Reading Mastery, a direct instruction program in reading K-2 in addition to a balanced literacy curriculum;*
   - *vertical and horizontal alignment of the written, taught and tested curriculum as articulated in the Curriculum Management Plan using the C-Scope framework;*
   - *the development and implementation of Response to Intervention systems to identify and serve students at risk of failure in a timely and efficient manner;*
   - *use of accelerated reading and accelerated math (Renaissance) programs to support core instruction;*
   - *development and implementation of a bilingual program for grades PK-5 and a renewed emphasis on ESL and Sheltered Instruction strategies at grades 6-12;*
   - *articulation with local colleges, vocational and technical schools and the implementation of a dual credit program for 11th and 12th grade students;*
   - *participation in ongoing staff development and data disaggregation at secondary levels in math (Math Grant) and in math and science at the elementary level (Capital Investment Grant);*
   - *continued implementation of the Early Childhood 3 year old program (EC-3 Grant) and the re-instatement of the Even Start Program to provide "jump start opportunities to parents and at risk students;*

- *instructional coaches across the district to assist teachers in the use of high yield instructional strategies including Marzano's strategies with an intensified focus on strategies for developing and teaching vocabulary;*

3. **Instruction by highly qualified teachers**: *The district seeks to employ and retain highly qualified staff as articulated in the Highly Qualified Continuous Improvement Plan; the district also seeks to provide ongoing high quality staff development to maintain teacher quality as articulated in the Staff Development Plan.*

4. **High quality, ongoing professional development for all staff and parents if appropriate***: The Curriculum Department develops, implements, and monitors the district's Staff Development Plan. The plan addresses staff development needs on an individual basis; at the campus level; in a systematic and strategic manner.*

5. **Strategies to attract high quality highly qualified teachers:** *The Department of Human Resources and Campus Administrators work to recruit and retain highly qualified teachers in accordance with the Continuous Improvement Plan for Recruiting and Retaining Highly Qualified Teachers.*

6. **Strategies to increase parental involvement**: *The district 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 Involvment policies and plans (which include identified interests and needs; parent involvement goals, and strategies to meet the goals.)*

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 as articulated in the Diboll ISD Child Find Policies and Guidance Manual. 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.*

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 teaming meetings. Additionally, district wide teacher surveys are completed annually, at a minimum.*

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 district seeks to quickly identify and remediate academic weaknesses through the Response to Intervention systems which are articulated in the districts 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 students weaknesses using a combined protocol and problem solving model; and track student progress using TPRI or AIMSWeb Progress Monitoring tools. The system addresses the criteria for progress, how to document progress, and how to change the intervention when the data supports the need for change.*

10. **Coordination and integration occurs between federal, state, and local services and programs:** *The district continuously seeks to expands both knowledge and available resources through the coordination of services with various state, federal and local programs and resources and 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** that focus on student achievement. The five 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.

The Department of Education also identified a core set of performance indicators for these five performance goals and required they be adopted in the submittal of the consolidated state application.

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 States' assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section IIII (h) (C) (i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

Performance Indicator: The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section III (h) (1) (C) (i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

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 on the State's assessment, as reported for performance indicator 1.

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

PERFORMANCE GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicator: The percentage of classes being taught by highly qualified teachers (as the term is defined in section 9101(23) of the ESEA,) in the aggregate and in "high-poverty" schools (as the term is defined in section IIII (h) (I) (C) (viii) of the ESEA).

Performance Indicator: The percentage of teachers receiving high-quality professional development [as the term 'professional development" is defined in section 9101 (34)].

Performance Indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1II9 (c) (d).)

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

DISTRICT NEEDS ASSESSMENT

Overview

Diboll is located in rural east Texas approximately 100 miles north of Houston and approximately 10 miles south of Lufkin. The population is approximately 5000 in number. A division of Temple Inland, a buildings product manufacturer, provides a major source of employment for the area.

Since 2003-04, district enrollment has declined from 1915 in 2003-04 to 1850 in 2007-08. The districts demographics are also changing. The number of students classified as economically disadvantaged was at 65% in 2002 and approximately 72% in 2008. Hispanic student enrollment has increased while White student enrollment has seen a gradual decline. The African American population has remained fairy stable. The district comprises four campuses including one primary school (EC-3 to first); an elementary school (second to five); a junior high school (six to eight) and a high school (nine to twelve). All four campuses qualify as Title I school-wide campuses. Additionally, the district has two alternative campuses; Stubblefield Learning Center located in Lufkin and the Disciplinary Alternative Education Campus located in Diboll.

Under the **Texas Accountability Rating System (AEIS)**, the district has been rated Academically Acceptable the last five years. Diboll JH is rated as a Recognized Campus in 07-08 and in the previous 4 years. The Temple Elementary campus achieved a Recognized rating in 07-08, and has been rated as an Academically Acceptable campus in previous years. The High School campus achieved an Academically Acceptable rating in 07-08 and has been previously rated as Academically Acceptable. All campuses achieved Gold Performance Acknowledgments as follows:

Temple Elementary: Commended in Mathematics
Diboll JH: Commended on Reading/ ELA; Commended on Writing; Commended on Social Studies; Comparable Improvement: Reading/ ELA
Diboll HS: Recommended High School Program (Class of 2007): Comparable Improvement: Reading/ ELA

Under the **No Child Left Behind Act (NCLB)**, the district is subject to a federal accountability system which evaluates the district annually for making Adequate Yearly Progress (AYP) in math and reading. The district met AYP standards for the last 4 years. In 07-08, the district missed AYP in reading and math due to the performance of the special education subpopulation.

The Texas Education Agency evaluates overall district performance and program effectiveness using the **Performance Based Monitoring and Analysis System (PBMAS)** as stipulated by House Bill 3459 of the 79th Texas Legislature, Regular Session (2003). The system is designed to assist districts in improving local performance, and to ensure that low performance in one program area is not offset by high performance in other program areas to encourage high standards for all students. The system is designed to reflect critical areas of student performance, program effectiveness, and data integrity. Program areas evaluated include Career and Technology, Special Education, NCLB (Title), and Bilingual and Migrant Programs. The 2008 PBMAS district report indicates the district met state standards in all programs evaluated except special education.

The district is in a Level 1A intervention (local interventions) with the Texas Education Agency due to the number of African Americans identified as special education students (this has been an ongoing concern since 2003); number of limited English students identified as special education; and the percentage of special education students placed in ISS. The district has written a Continuous Improvement Plan to address the concerns through local interventions. The district has also written and submitted Continuous Improvement Plans as required by the Texas Education Agency to meet state requirements for 100% employment of Highly Qualified Teachers and Para Professionals; and to address data validation concerns in discipline reporting. Interventions articulated in the Continuous Improvement Plans are also articulated in the district improvement plan.

Students

It is the responsibility of the district to provide students with skills and expertise to be successful in their respective careers whether they enter the workforce or go on to a college or university after graduation.

Student Strengths

Most Diboll ISD students have performed at or above the state standards on state performance assessments. This is evident in district and campus state performance ratings over the last 5 years. All tested grade levels met or exceeded state performance averages on the TAKS test in 2008. Generally, scores improved district-wide from 2007 to 2008. The numbers of students achieving commended performance increased and the numbers of students demonstrating college preparedness increased.

Student Needs

An analysis of the data indicates specific student needs in the following sub-populations: African American, Hispanic, Special Education, Limited English Proficient, and At Risk. Academic areas of concern include math performance for African American, Special Education, Limited English Proficient subpopulations: Reading/ ELA performance for Special Education students; Science performance for African American, Hispanic, Economically Disadvantaged, Limited English Proficient, At Risk, and Special Education students; Social Studies performance for Special Education, Economically Disadvantaged, Limited English Proficient and At Risk students.

Attendance is at 95.6% district-wide. The drop-out rate is increasing annually. The increase in the number of Hispanic and LEP students dropping out of school is significant.

Staff

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. Because all the campuses are Title I School-wide campuses, all teachers and instructional paraprofessionals on the campuses must meet the "highly qualified" criteria as stated in the federal No Child Left Behind Act of 2001. DISD struggles to attract and retain certified teachers. To address that need, recruiting efforts extend into regional universities/colleges. DISD works with alternative certification programs in Region VII and Stephen F. Austin State University.

Staff Strengths

Approximately 98% of the teachers meet the Highly Qualified Criteria as described in the NCLB statutes. The average years of experience for DISD teachers is 12 years and average years experience of teacher with the district is 7.4 years.

Staff Needs

While appropriate certification is important, experience and relevant professional development are also essential considered when employing and evaluating staff. The focus of district-provided professional development for the 2008-2009 school year is the curriculum alignment process of the written, taught and tested curriculum and the appropriate and effective use of high yield instructional strategies to provide relevance and connectivity between prior learning and new learning. The district will continue to work toward recruiting and retaining high qualified staff in accordance with federal and state regulations and the districts Continuous Improvement Plan for the Recruitment and Retention of Highly Qualified Staff.

Parent and Community Involvement

The success of an instructional program is often significantly influenced by how well parents of the students support the school. Parents must become involved as partners in the education of their students. Every staff person must continue to cultivate the involvement and support of district parents.
Like parental involvement, the involvement of the community in the education of its students is critical and certainly worthy of cultivation. In Texas, public schools must form a financial partnership with their communities in order to have efficient instructional programs and modern, efficient facilities.

Community and Parental Involvement Strengths

Like most elementary schools, Diboll Primary and Temple Elementary Schools enjoy a high level of parental support as is evidenced by the number of parents who volunteer and who attend school functions. The Junior High School and the High School has seen an increase in active parent involvement over the last year. Diboll is a small very close-knit , conservative community. Residents often represent third and fourth generation graduates from the school. Businesses, as a rule, support the school by providing donations and/or incentives. The local churches are positively involved with school activities, and local civic organizations such as the Chamber of Commerce recognize the importance of a sound educational system in the growth of the area.

Community and Parental Involvement Needs

The district and the campuses continue to work toward developing and maintaining partnerships with parents, patrons, and community members by involving the stakeholders in all aspects of the various local, state, and federal programs offered in the Diboll Schools in accordance with the DISD Parent Involvement Policy created and approved by this Committee.   The district has a district-wide parent involvement coordinator and this has proven to be very beneficial in developing and streamlining parent and community involvement projects. This position fills a significant need in coordinating services and supports between the school, the parents, and other community stakeholders. In order to continue and/or improve the involvement of the community in the school system, it is important to keep the community informed of the district's needs and the plans to address those needs in manageable increments. It also determined that communication is needed to build better contacts with area businesses so that the career concentrations offered to students can better coordinate with the employment opportunities of the area.

DIBOLL ISD GOALS AND OBJECTIVES

GOAL 1: All students will demonstrate exemplary performance in their reading and writing of the English language and in their understanding of mathematics, science, and social studies.
- Ensure students' literacy by making certain that all students can read and write on grade-level or above by the end of third grade and every year thereafter.
- Ensure students' competence by assuring they reach or exceed grade-level standards in math, science, and social studies by the end of third grade and every year thereafter.

GOAL 2: Continue to 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 expectations of their performance, accelerating their academic growth, and varying the motivational and instructional strategies used to meet their needs as evidenced by an increase in the passing standards of the targeted subpopulations.
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GOAL 3: Implement strategies to improve student attendance and to reduce the number of drop-outs as evidenced by state reports.

GOAL 4: Recruit, train and retain Highly Qualified staff who are responsive to the needs of the district's diverse student population.

GOAL 5: Implement strategies to maintain a safe and drug free environment conducive to student learning and employee effectiveness

GOAL 6: Continue to expand and refine efforts in communicating with students, parents, and the community.

GOAL 1: All students will demonstrate exemplary performance in their reading and writing of the English language and in their understanding of mathematics, science, and social studies.

Objective	How	Who	What Resources?	When	How will we know?
1.1 All students can read and write on grade level or above by the end of third grade and every year thereafter.	1.Strategically design and implement a balanced literacy program for grades K-3 which includes a balanced instructional focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.	Curriculum Department Principals Campus and/ or District Teacher Teams Special Programs/ Intervention Staff SRA Reading Coaches, Consultants as needed.	C-Scope Framework, Adoption of a Basal that aligns with the CScope framework and provides comprehensive coverage of the 6 components of balanced literacy; SRA Reading Mastery and Supplemental Materials; AR, Fluent Reader, additional fluency building resources as needed	5/31/2009 with progress reviews in Jan. 09; March 09; and May 09	All students will progress as a rate commensurate with same grade peers as evidenced by student progress in the six areas of balanced literacy using: TPRI universal screenings and progress monitoring (grades K-2) AIMSweb universal screenings and progress monitoring (grade 3); Common Assessments and Unit Assessments grade K-3
	2. Strategically implement instructional strategies and practices designed to increase students' comprehension of and use of vocabulary in grades PK-12. (Resource: *Classroom Instruction That Works*: Marzano, Pickering, & Pollock)	Curriculum Dept.: Principals; Campus and/ or District Teacher Teams; Special Programs/ Intervention Staff; SRA Reading Coaches; Consultants as needed	Explicit vocabulary instruction using high yield strategies and practices for teaching vocabulary as described in *Classroom Instruction That Works*; Marzano, Pickering, & Pollock; Word Walls, Vocabulary Lists from CScope Lessons and supplemental Texts	5/31/2009 with progress reviews in Jan. 09; March 09; and May 09	All students will demonstrate increased comprehension of vocabulary at a level commensurate with same grade peers as evidenced by AIMSweb, TPRI, Common Assessments, Grades, Unit Assessments, Teacher Observations

Objective	How	Who	What Resources	When	How will we Know
1.2 Students will reach or exceed grade level standards in math, science, and social studies by the end of third grade and every year thereafter.	1. Develop, implement and strategically monitor and update an aligned curriculum across the grade levels 12-PK and within the grades in all core subjects using the CScope Framework to target critical TEKS for a specific grade level/ course as described in the Curriculum Management Plan. Provide teachers and teams with adequate time to: • Clarify the intent of specific TEKS statement • Identify TEKS as **critical, supplemental**, or **incidental** and follow these designations to guide use of classroom time, instructional focus, curriculum development/ revision, and content of assessments. • Develop strategies and materials that focus on student achievement of the TEKS; especially the critical ones. • Target the appropriate level of challenge in lesson/ unit plans, questions for classroom discussions, homework assignments, and test items • Design reliable, valid assessments to yield data that will guide future learning activities for students. • Provide modifications for students with learning differences	Curriculum Dept.; Principals; District and Campus Teacher Teams including intervention staff; Special Programs Staff as relevant; Consultants as Needed	CScope, Textbooks, SRA Materials, TEKS, College Board Standards; Lesson Plans, Assessments tools and assessment data; Curriculum Guides, 3/7 Charts;	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	An aligned curriculum will be evidenced by agendas and notes for staff development, teaming periods, faculty meetings; Review of lesson plans, curriculum guides, classroom visits; and all students will demonstrate curriculum mastery at a rate commensurate with peers as evidenced by student performance on district and state assessment.
	2. Consider retention no later than the end of the 3rd grade year.	Grade Placement Committees	RTI data, Assessment data, Retention screenings	5/09 and ongoing	Annual AEIS report on Retention rates per grade level.

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 expectations of their performance, accelerating their academic growth, and varying the motivational and instructional strategies used to meet their needs as evidenced by an increase in the passing standards of the targeted subpopulations.

Objective	How	Who	Resources	When	How will we know?
	1. Develop a strong TIER I support for core instruction. Students need to make connections and understand the relevance of the instruction in order to retain and generalize the information. This is achieved through: • High quality materials • Research proven practices • Rich experiences • Use of technology tools • Highly effective instructional practices as identified in *Classroom Instruction That Works*: (Marzano, Pickering, & Pollock) • Timely formative assessment to determine if and when instruction needs to be adjusted for any student or group of students • Use of small flexible grouping to re-teach, tutor or extend a lesson • Vocabulary instruction in a direct, systematic, explicit manner using activities and nonlinguistic representations. • Dramatic instruction • Use of argumentation to help students organize ideas, understand principles and generalize information	Curriculum Dept; Teachers and Teacher Teams; Principals; Special Programs Staff as appropriate: Intervention/ Special Populations Staff: Consultants as needed. Technology Staff Librarians	*Classroom Instruction That Works* (Marzano, Pickering, & Pollock) Classroom Modeling as appropriate Consultation w/ Support Staff as needed Consultation on Classroom Management as needed Technology Staff Materials that support use of high yield strategies Individual, department, campus, district staff development as needed addressing use of Marzano strategies and practices Instructional Technology	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Students will demonstrate mastery and **retention** of information and knowledge as evidenced by performance on state and district assessments across time (cohort analysis) at a rate commensurate with same grade peers. Meeting agendas, lesson plans, walk throughs, PDAS evaluations, Staff Development agendas, Student Intervention Plans, Notes from teaming meetings, lead teacher meetings, data team meetings, administrative meetings
	2. Disaggregate and analyze students test	Curriculum Dept.	TAKS, TAKS ACCD	5/31/09	Students will demonstrate

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data and distributions, study results (by student, by class, by teacher, by team, by grade level, by campus) to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups and sub-populations	Principals Teachers and Teacher Teams Assessment Staff Intervention Staff Special Populations Staff	TAKS M; LAT; TELPAS; DMAC; AIMSWEB; TPRI; TERANOVA; SRA Assessments: Diagnostic Math, Reading, Science Assessments	with progress reviews in Jan. 09; March 09; and May 09	mastery and **retention** of information and knowledge as evidenced by performance on state and district assessments across time (cohort analysis) at a rate commensurate with same grade peers. Analysis of score reports, Lists of students receiving remediation and acceleration based on data; notes from data team meetings
3.Design and implement a Response to Intervention System that strategically addresses: • When and how a student is targeted for intervention • When and how the intervention is planned and designed • When and how the student's response to the intervention is monitored • When and how the intervention is adjusted, changed, increased or discontinued • How the RTI system merges with the ARDC, LPAC, and 504 system.	Special Programs Staff Interventionist, Special Populations Teachers, Classroom Teachers, Teacher Teams, Principals, Curriculum Dept.	Research on RTI systems, models, how to implement Tracking System Data Collection System	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Review of guidance documents Students will demonstrate mastery and retention of information and knowledge as evidenced by performance on state and district assessments across time (cohort analysis) at a rate commensurate with same grade peers. Review of data team notes, Student intervention plans, ARDC, 504 and LPAC meetings
3. Design and implement a bilingual program PK, K to meet the needs of the English Language Learner in these grades; plan for expansionprogram into grades 1-5 in accordance with the districts	Principals Special Programs Staff Parent Involvement Coordinator, Even	Bilingual Plan Spanish Curriculum as specified in the plan; Materials to implement	5/31/09 with progress reviews in Jan. 09;	ELL students will demonstrate mastery and retention of information an knowledge as evidenced by performance on state and

bilingual plan and implement sheltered instruction strategies with ELL students in the intermediate and high school grades.	Start Coordinator Bilingual Teachers, Teacher Teams, Curriculum Department, ELL Consultants as needed	curriculum as specified in the plan Staff Development Support	March 09; and May 09	district assessments across time.(cohort analysis) at a rate commensurate with same grade peers. Walk Throughs, PDAS appraisal.
4. Address the instructional needs of economically disadvantaged students by using methods research proven to be effective with these learners. Particularly the strategies advocated by Ruby Payne. • Active involvement • Learner preferences • Modeling • Varied assessments • Memory triggers • High level questioning • Pattern	Principals, Curriculum Department, Teachers, Teacher Teams, Special Program Staff, Special Population Teachers, Consultants as needed	Available research on the needs of economically disadvantaged students, particularly the works of Ruby Payne; Available Materials, Learning Styles Inventories, Staff development focused on the needs of Economically disadvantaged students.	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Economically Disadvantaged students will demonstrate mastery and retention of information an knowledge as evidenced by performance on state and district assessments across time.(cohort analysis) at a rate commensurate with same grade peers.
5.Improve the special education students programs and learning outcomes by implementing the district's plan of action for improvement (Continuous Improvement Plan) and monitoring campus progress in offering a continuum of services and in student performance and adjusting available services accordingly.	Principals Special Programs Staff Curriculum Dept. Intervention Staff Special Populations Teachers, Teachers and Teacher Teams.	Tracking system Available materials CIP ARDC documents Consultation as needed	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	See CIP for criteria related to specific CIP goals District will achieve AYP with the Special subpopulation at the end of the 08-09 school year.

5. Improve at-risk students chances for success by providing them with extended instructional time; verify that existing time is used correctly; find and use additional instructional time.	Principals Special Programs Staff Curriculum Dept. Intervention Staff Special Populations Teachers, Teachers and Teacher Teams.	Materials and supplies to enhance learning; Regular review of schedules Assessment data; financial resources for extended time instruction (Comp. Ed.; Title)	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Economically Disadvantaged students will demonstrate mastery and retention of information an knowledge as evidenced by performance on state and district assessments across time.(cohort analysis) at a rate commensurate with same grade peers.
6. 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 Dept. Intervention Staff Special Populations Teachers, Teachers and Teacher Teams.	Transition Plans	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Students will transition successfully as evidenced by implementation of written transition plans.

GOAL 3: Improve student attendance and reduce the number of drop-outs as evidenced by state reports

Objective	How	Who	Resources	Timelines	How will we know?
	1. Help all students plan for post high school life by providing information to students and parents regarding post-secondary options • Promote college and career awareness among elementary students. • Tie in career related guidance as secondary students contemplate and develop a 4 year plan • Hold special high school events such as College and Career Nigh, and financial aid workshops • Scholars Program • SAT Preparation • Have all sophomores take the PSAT. Use the College Board tools and resources to assist test takers with analysis of their performance and provide them with improvement strategies.	Principals, Counselors, Curriculum Dept. Advanced Study Staff GEAR UP Teachers and Teacher Teams CTE staff	Post High School materials and supplies (brochures) Career Counseling materials and supplies PSAT Appropriate Technology	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Attendance rates will be at 96% or above at the high school level; 98% or above at the primary, elementary and JH level. Number of dropouts will be reduced annually by .5 or more percentage points.
	2. Motivate student attendance using a broad range of activities. • Create an engaging and supportive learning environment • Study the causes of absenteeism; analyze attendance reports on a regular	Principals, Counselors, Curriculum Dept. Advanced Study Staff GEAR UP Teachers and Teacher Teams	School Reach and Parent Connect Focused staff development Research	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Attendance rates will be at 96% or above at the high school level; 98% or above at the primary, elementary and JH level. Number of dropouts will be reduced annually by .5

	and frequent basis • Address the problems by developing and implementing an action plan to target strategies such as flexible scheduling, incentive plans and enhanced communication with parents, community and health professionals	CTE staff	materials Data access Appropriate technology Time to meet as study teams Surveys and financial resources to administer surveys		or more percentage points.
	3. Improve the student completer rate by reducing the number of student dropouts to a minimum. Form a team to: • Study characteristics of students who drop and/ or are frequently absent • Identify circumstances of behavior patterns • Develop a profile to help staff recognize potential dropouts • Develop and implement an intervention program to recover these students • Provide options for credit recovery to these students.	Principals, Counselors, Curriculum Dept. Teachers and Teacher Teams CTE staff Special populations teachers, interventionists, special programs staff	Same	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Attendance rates will be at 96% or above at the high school level; 98% or above at the primary, elementary and JH level. Number of dropouts will be reduced annually by .5 or more percentage points.
	4. Implement a coordinate Pregnancy Related Services program	Counselors, Teachers, Principals, Special Programs Staff	Identification and tracking system. Homebound teacher	12/1/2008	Attendance rates will be at 96% or above at the high school level; 98% or above at the primary, elementary and JH level. Number of dropouts will be reduced annually by .5 or more percentage points.
	5. Hire a truancy officer and facilitate the formation of a county wide coalition to work with county wide law enforcement officers and judges to enforce truancy laws.	Principal, Superintendent	Financial resources to fund officer	5/31/09 with progress reviews in Jan. 09; March 09; and May 09	Attendance rates will be at 96% or above at the high school level; 98% or above

				same	at the primary, elementary and JH level.
	6. Develop a mentoring program.	Principals, CTE Staff, Counselors			Number of dropouts will be reduced annually by .5 or more percentage points.

GOAL 4: Recruit, train and retain Highly Qualified staff who are responsive to the needs of the districts diverse student population.

Objective	How	Who	Resources	Timelines	How will we know?
	1. Implement the Continuous Improvement Plan submitted to the state. • Develop task force to design a "grow your own" program to develop highly qualified teachers and paraprofessionals and to explore and implement new initiatives for recruiting and retaining teachers and staff which reflect the campus/ district demographics. • Maintain a competitive salary for teachers • Offer competitive stipends to teachers in high needs areas. • Investigate sources for alternative certification programs • Implement a comprehensive and formal new teacher induction program • Encourage currently certified teachers to earn additional teaching credentials in critical needs areas • Implement a comprehensive staff development plan that established priorities and core learning fore teachers. • Develop a 2 year mentoring program for new teachers.	Principals, Human Resources, Superintendent, CFO, Staff Development Dept.	Financial resources Time for study teams to meet and plan Consultants as needed	5/31/ 2009	100 percent Highly qualified teachers and paraprofessionals.

GOAL 5: Implement strategies to maintain a safe and drug free environment conducive to student learning and employee effectiveness

Objective	How	Who	Resources	Timelines	How will we know?
	1. Continue addressing substance abuse through the drug testing program, DARE, and Drug Free (Red Ribbon) Activities.	Principals, teachers, counselors All Staff	Contract for Drug Testing Coordination with community DARE officers and Drug Free (Red Ribbon) staff.	5/31/09 with ongoing evaluation in Jan. 09, March 09 and May 09	Discipline referrals, numbers of students testing positive for substance abuse, parent and community feedback on effectiveness of DARE and Red Ribbon activities.
	2. Increase student, parent and teacher awareness and understanding of the Student Code of Conduct and alternative discipline strategies to improve student behavior with special emphasis on : • Dating violence • Bullying	Principals, Superintendent	Parent Meetings, Technology, Easy access to student code of conduct.	5/31/09 with ongoing evaluation in Jan. 09, March 09 and May 09	Discipline referrals will be reduced by 5% as evidenced by data in the Total Discipline data base and PEIMS.
	3. Implement safety audits and maintain a multi hazard plan that	Principals, Special Programs,	Access to Safety Audit system; easy access to Emergency Mgt. Plan Staff	5/31/09 with ongoing evaluation in Jan. 09, March 09 and May 09 1/31/2009	Evidence of meetings (agendas, sign in sheets, notes) to assure safety needs and the Emergency Mgt. Plan is reviewed on a regular basis. Documentation of training

| | addresses all four phases of the emergency management cycle. Assure all staff are trained as appropriate in accordance with the Emergency Management Plan

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

 5. Implement the Discipline Data Validation Continuous Improvement Plan developed and submitted to TEA in Feb. 2008. | Interventionist, Special Populations Teachers, Teachers, Teacher Teams

CIP Team, Teachers, Principals, | Development in TSBI and CPI

Staff Development, Research on strategies to reduce discipline referrals | 5/31/09 with ongoing evaluation in Jan. 09, March 09 and May 09 | (sign in sheets, certificates) Reduction in discipline referrals by 5%

Reduction in discipline referrals by 5%; Documentation of implementation of Plan. |

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

Objective	How	Who	Resources	Timelines	How will we know?
	1. Provide information about the importance of parent involvement to student success in school.	Technology staff Parent Involvement Coordinator, Principals Superintendent Curriculum Dept. Teachers and Teacher Teams Special Programs Staff Interventionists and Special population teachers.	District website, Brochures, Mail outs Parent and Teacher surveys	5/31/09 with ongoing evaluation in Jan. 09, March 09 and May 09	Increase parent participation in academic and extracurricular activities by 5% as evidenced by agendas and sign out sheets.
	2. Increase use of Parent Connect and Student connect.	same	Same	Same	Increase use of Parent and Student Connect by 5% as evidenced by user tracking documentation
	3. Promote new opportunities for global volunteerism • Training in reading and math for focused intervention • Math and reading night • Mentoring	Principals, Superintendent Parent Involvement Coordinator	District website, Brochures, Mail outs Parent and Teacher surveys	5/31/09 with ongoing evaluation in Jan. 09, March 09 and May 09	Increase in number of community and parent volunteers as evidenced by documentation
	4. Provide principals with assistance,	Principals,	Staff	5/31/09 with	Increase in number of

strategies, and materials to recruit, train, develop and manage new parental involvement programs such as PTSA	President PTSA Parent Involvement Coordinator	Development and research materials	ongoing evaluation in Jan. 09, March 09 and May 09	community and parent volunteers as evidenced by documentation
5. Increase the number of business and community partnerships, and implement related programs for the mutual benefit of both programs • Work actively with the Angelina Chamber of Commerce Education Committee to address specific district and campus needs. • Arrange the mentor trainings on site at business locations to increase recruitment of trained business mentors in school • Partner global volunteers and an business Adopt a school program and pilot these resources on a campus	Superintendent Principals GEAR UP CTE	Time to meet Website Written Materials	5/31/09 with ongoing evaluation in Jan. 09, March 09 and May 09	Meeting notes, rosters, mentor lists, report of activities
6. Post information on campus webpage to improve parent communication	Parent Involvement Coordinator, Principals Technology Staff Teachers Department Heads Superintendent	Website and Parent information materials	12/1/2008 and ongoing evaluation	Regular review of website.

Additional Information regarding district planning can be found in the following documents:

1. **Continuous Improvement Plan- Special Education**
2. **Continuous Improvement Plan- Discipline Data Validation**
3. **Continuous Improvement Plan- High Qualified Staff**
4. **Bilingual Plan**
5. **Facilities Plan**
6. **Emergency Management Plan and Safety Audit**
7. **Student Code of Conduct**

Sources of Data for Evaluation
07-08 AEIS Report
07-08 Performance Based Monitoring and Analysis System Indicators for NCLB, CTE, Bilingual and Special Education
07-08 AYP Report
07-08 Report on Recruitment and Retention of Highly Qualified Staff