

Dublin Intermediate School Campus Improvement Plan 2009 – 2010



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**DUBLIN INTERMEDIATE SCHOOL
CAMPUS IMPROVEMENT PLAN**

Dublin Intermediate School's campus improvement plan is the result of a collaborative effort involving administrators, teachers, parents, and community members. The goal of this group is to identify strengths and weaknesses in the instructional program that affect student performance. The AEIS report and other data collected in the Needs Assessment are used as valuable tools for reviewing the overall effectiveness of the instructional program at Dublin Intermediate School. The committee meets approximately 3 - 5 times annually, and a summary of the minutes is distributed to all faculty and committee members.

PLAN OF ACTION

Campus leadership works with staff to develop a course of action so that all students have the opportunity to meet successful academic and TAKS performance gains. Teachers will continue to analyze, evaluate, and update the scope and sequence and assurances for all core subject areas, as well as participate in activities designed to analyze TAKS data based on the AEIS report and released tests.

The year 2009–10 continues to hold students accountable for the TAKS examination. Third grade students will take Reading and Mathematics tests, fourth graders will continue to take Reading, Writing and Mathematics tests while fifth graders will take Reading, Mathematics and Science. Critical thinking and problem-solving items will be emphasized in science and mathematics assessments, and authentic writing will continue to be an important skill required for the writing portion of TAKS. The Student Success Initiative, with the promotion requirements applicable to fifth graders, will continue to be implemented. Staff planning continues to insure that all 5th grade students will meet the standards outlined in that initiative and pass both reading and mathematics.

Strategies identified for improvement efforts include but are not limited to:

- All campus personnel will be better informed of campus weaknesses as identified by TAKS and AEIS reports, AYP report, PBMAS, and Needs Assessment Results:
Staff meetings, campus staff development, and campus SBDM meetings.
- Economically disadvantaged, LEP, and Hispanic student population groups who have established a pattern of TAKS non-mastery will be targeted for remediation:
TAKS tutorials, principal conferences, written communication with parents
- The following TAKS objectives have been identified and targeted for improvement:
Written composition: sentence construction, use of spelling, capitalization and punctuation.
Reading comprehension: inferences and generalizations, point of view, propaganda, fact, non-fact and applications of literary elements.
Mathematics concepts: measurement concepts, problem solving using estimation, problem solving using solution strategies, processes and tools.
Science Concepts: earth science and physical science

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- Reading comprehension skills shall be targeted:
Reading across the curriculum will emphasize comprehension and application. Paired reading selections will be used to introduce writing activities
Accelerated Reading Program and Parent Reading Nights will encourage students to read for pleasure.
 - Accelerated Math will continue to be integrated into the regular mathematics program for additional review and practice.
 - Curriculum alignment will focus on developing critical thinking and closing gaps in the instructional program.
 - The ESL program will provide students whose primary language is not English with the support services needed so that they may acquire English. Students will be pulled out for intensive reading and language arts instruction by a certified ESL teacher.
 - In order for students to be successful they must attend school on a regular basis, and they must make a good faith effort in their classes.
Students with excessive absences will lose credit and will be required to appear before the attendance committee.
Students with perfect attendance for the year will be recognized at the end of the school awards program.
Teachers will call parents of homeroom students after the 3rd absence from school.
- * Staff development and planning are a key ingredient to success. District and campus staff development will be provided in the following areas:
- Campus Performance: Data Analysis
 - Special Education AYP Update
 - Capturing Kids' Hearts
 - Strategies for Meeting the Needs of Limited English Proficient Students in the Regular Classroom
 - TAKS Data Disaggregation and Test Analysis
 - Curriculum update of Scope and Sequence
 - DMAC Data Management System
 - Differentiated instruction
 - Conflict resolution
 - Self-contained classrooms

CONCLUSION

This plan will be evaluated and revised throughout the year to determine how successful DIS is in implementing these strategies. Staff will monitor student performance by analyzing report card grades, student tutorial lists, benchmark assessments, and attendance rates.

Target Area: Student Performance

Goal 1: DISD will improve the academic achievement of all students by providing quality, learner-centered instruction utilizing effective instructional strategies.

Campus Objective: 80% of DIS students will meet the state performance standards as measured by the State assessments.

Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Continue alignment of curriculum and assurances of what students will learn by the end of each course		CSCOPE & Region VIII	Curriculum Director Principal Classroom Teachers	CSCOPE	Ongoing	Assurances posted on the district network and website
Send 3 week progress reports			Classroom Teachers Principal	Teacher grade books	Each six weeks grading period	Copies of 3 week notices
Conduct tutorials during the school day and after school for those students not demonstrating mastery.		ARI/AMI	Principal Classroom Teachers	List of students failing one or more content areas	School year	Classroom attendance rosters
Structure students in self-contained classrooms so that content learning is built upon strong relationship both with teacher and student		Local	Principal, Teachers	Class rosters and schedules, Teacher Grade books	School year	Report Cards, Assessments results
Students participate in the district UIL academic competition	\$600	Local	Principal, UIL committee	UIL entry forms	December	UIL Competition results
Participate in content specific training			Classroom Teachers Principal	Teachers receive information and strategies to improve student performance	Calendar of events	Certificates
Assessment committee to examine effectiveness of assessment efforts and promote excitement and positive attitudes regarding assessment	\$2000	Local, PTO	Principal Committee members, Staff	Committee management, Agendas/Minutes	School year	Meeting Agendas/ Minutes

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Mathematics Determine individual student mathematics goals for Accelerated Math			Classroom Teachers Principal	Goals set	Each six weeks	Certificates Rewards
Develop activities that reinforce test-taking strategies: * Griddable items * Mathematics charts			Classroom Teachers Principal	Students gain practice in new format of test items	School year	Lesson Plans
Students participate in benchmark testing		Local, DMAC	Curriculum Director, Classroom Teachers, Principal	Developed test questions	School year	Benchmark Results
All 5 th grade students attend Camp Grady Spruce Outdoor Education program	Local Activity as needed	School Fundraisers	5 th Grade Staff, Principal	Increased math performance	School year	Local and State Assessments
Science Provide instruction that develops: Lab and field experiences Scientific method Critical thinking			Classroom Teachers	Students develop higher level thinking skills	School year	Lesson Plans
Design hands-on science labs			Classroom Teachers Principal	Individualized instruction designed for each lab activity	School year	Math lab activities
All 5 th grade students attend Camp Grady Spruce Outdoor Education program	Local Activity Fund as needed	School Fundraisers	5 th Grade Staff, Principal	Increased science performance	School year	Local and State Assessments
Provide opportunities for students to summarize, draw conclusions, or make inferences			Classroom Teachers Principal	Teachers reinforce language arts skills	School year	Lesson Plans
Train teachers in TAKS science strategies		Local	Classroom Teachers Principal	Teachers design activities to meet TAKS expectations	School year	Certificates
Students participate in benchmark testing		Local, DMAC	Curriculum Director, Classroom Teachers, Principal	Developed test questions	School year	Benchmark Results

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Social Studies Train teachers in TAKS social studies strategies		Local	Classroom Teachers Principal	Teachers design activities to meet TAKS expectations	School year	Certificates
Participate in Veteran's Day and Constitution Day activities		Free online resources	Teachers	Lesson Plans	School year	Projects and presentation examples
Design activities that reinforce language arts skills: sequencing, summarizing, identifying cause and effect relationships in a historical/political context			Classroom Teachers Principal	Teachers reinforce language arts skills	School year	Lesson Plans
Design activities to develop concepts of: History Geography Economics Government Citizenship			Classroom Teachers Principal	Students find common elements across components of social science instruction	School year	Lesson Plans
Students participate in benchmark testing		Local, DMAC	Curriculum Director, Classroom Teachers, Principal	Developed test questions	School year	Benchmark Results
Use maps, graphs, tables, charts, and timelines			Classroom Teachers Principal	Teachers use visual resources	School year	Lesson Plans
Participate in Celebrate Freedom Week			Teachers	Lesson Plans	September	Projects and presentation examples

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Language Arts/Reading Train teachers in TAKS writing strategies		Local	Classroom Teachers Principal	Teachers design activities to meet TAKS expectations	School year	Certificates
Provide training for teachers in writing instruction		Local	Classroom Teachers Principal	Teachers design activities to meet TAKS expectations	School year	Certificates
Students participate in benchmark testing		Local, DMAC	Curriculum Director, Classroom Teachers, Principal	Developed test questions	School year	Benchmark Results
Develop paired reading			Classroom Teachers	Language arts teachers collaborate with other content area teachers to design paired readings	School year	Lesson Plans
Determine student individual reading goals			Classroom Teachers	Goals set	Each six weeks	Certificates Rewards
Utilize Accelerated Reader program to encourage independent reading			Classroom Teachers Principal	Students meet individual reading goals	Daily	Accelerated Reading levels
Provide tutoring for targeted students		ARI / AMI	Classroom Teachers Principal	Students will develop stronger skills in identified areas of weakness	At least 2 times each week, beginning in September	Assessment results
Conduct STAR testing to determine reading progress			Classroom Teachers Principal	Individual student independent reading progress is evaluated	3 times annually	Student performance lists

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Goal 1: DISD will improve the academic achievement of all students by providing quality, learner-centered instruction utilizing effective instructional strategies.

Campus Objective: Students with special needs will improve skills and show growth at their respective ability levels.

Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
G/T Students assessed to determine eligibility in G/T program		Assessment materials	G/T Teacher, Selection Committee	Administer various assessment instruments	Spring	Scores in permanent folder
Differentiated curriculum will be offered			Principal, G/T Teacher, Classroom teachers	Lesson Plans, Observations	School year	Copies of Lesson plans
Results of G/T program evaluation will be used to improve all areas of program services to assure that appropriate services are available and students are participating. Commended performance by 90% or more of G/T students on at least 2 TAKS tests		G/T Program Resources	Program coordinator, facilitator, G/T Advisory Committee, G/T teacher	Surveys, student performance data, grades, lesson plans, student products, special pops nomination and representation	May	Program Evaluation Report
Migrant Implement the seven areas of focus in regard to <ul style="list-style-type: none"> • Identification and recruitment • Migrant services coordination • Parental involvement 		Title I, C	Migrant Recruiter Classroom Teachers	Completion of COE's student schedules, summer school attendance records, CEI lab and tutorials rosters	School year	Migrant student list, student records, benchmark, RPTE, TAKS scores, summer school grades
ESL Language Proficiency Test administered to students identified by Home Language Survey		State ESL teacher, Language Proficiency Tests, LPAC minutes	Program director, ESL Teacher	Home Language Survey, LEP/ESL student list	School year	Scores in permanent folder

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Students not meeting a certain level of proficiency in language will receive instruction from teacher qualified to teach English as Second Language		State ESL teacher, Language Proficiency Tests, LPAC minutes	Administrator ESL Teacher	Home Language Survey, LEP/ESL student list, teacher training certificates	School year	TELPAS, TAKS Scores, Report Cards
Dyslexia Administer screening to recommended students in order to identify those that qualify for services		Assessment materials	Dyslexia director, dyslexia teacher, Classroom teachers	Administer various assessment instruments	School year	Assessment results
Services will be made available for students identified as dyslexic		State	Dyslexia teacher TAKS, Dyslexia Program Guide	Student schedules Attend dyslexia therapy	School year	TAKS scores, benchmark tests, evidence of adequate yearly progress
Special Education Administer screening to recommended students in order to identify those that qualify for services		Special Education Funds	Special Education director, special education teachers, Classroom teachers	Administer various assessment instruments	School year	Assessment results
Special Education services will be provided for all qualifying students		Special Education Funds	Special Education director, special education teachers, Classroom teachers	IEP/Lesson Plans	School year	Eligibility folders
CLASS, TAKS Accommodated, TAKS-M, TAKS-Alt and TAKS will be administered to students in Special Education		Special Education Funds	Special Education director, special education teachers, Classroom teachers	Assessment materials	School year	Scores in permanent folders
Life Skills		Special Education Funds	Special Education director, special education teachers	Classroom and supplies	School year	Eligibility folders
Speech Therapy		Special Education Funds	Special Education Staff	Classroom and supplies	School year	Eligibility folders

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
The HUB (Headquarters for Understanding Better)— Student Intervention Lab		Special Education & Local Funds	Special Education Staff & Instructional Aides	Classroom and supplies	School year	Eligibility folders
Counseling		Special Education Funds	Special Education Staff	Classroom and supplies	School year	Eligibility folders
504 Administer screening to recommended students in order to identify those that qualify for services		504 Program Guide	Counselor/teacher	Checklists Report cards TAKS scores	School year	504 List
504 Services (accommodations) will be provided for all qualifying students		Modification sheets, 504 meeting minutes	Counselor/teacher	Teacher modification as per 504 modifications	School year	504 Modifications

Target Area: Instructional Technology

Goal 6: DISD will implement technology to enhance student learning, instructional management, and administrative management

Campus Objective: The use of technology tools and technology integration into the instructional program shall increase by 25% .

Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Participate in Tarleton’s Effective Schools Project	\$600	Tarleton	Principal	Teachers attend Training	School year	Training Certificates
Use wireless mobile computer.			Intel Teacher, Principal	Check-out schedule	Daily	Completed schedule
Teachers complete lesson plans electronically		OnCourse	Classroom Teachers, Principal	Lesson Plans	Weekly	Completed lesson plan checklist
Attend training in on-line resources for instruction			Principal, ESC Instructional Specialist and Teaching Staff	Attend Training	Ongoing	Evidence of training completion
Develop and maintain a campus web page	\$300	Local Funds, ESC XI	Principal Web Page Design Team	Staff attends training	School year	Software Purchased; Web Page

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Teachers schedule time in computer lab and wireless lab in addition to weekly regularly scheduled times.			Computer Aide Classroom Teacher	Check out schedule	School year	Completed schedule
Teachers communicate with office through instant messaging			Principal Technology Integration Specialist	Training	School year	Messaging
Teachers will use Network copier			Instructional Technology Coordinator	Copier rental	School year	Trained

Target Area: Attendance

Goal 7: DISD will emphasize the importance of a high school diploma and post-high school education.

Campus Objective: The attendance rate for DIS will be 96% or higher.

Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Reward students having perfect attendance at 1 st semester & end of year awards ceremonies	\$100	Local	Principal	Students praised/encouraged	Each six weeks and each semester	Attendance lists
Reinforce strategies of good hygiene and teach students to be proactive against spread of germs		Local	Principal / Clinic Aide	Students praised/encouraged; role play	Daily	Attendance lists
Contact parents following the 3 rd consecutive absence			Classroom Teacher	Parents are encouraged to assist students in meeting attendance goals	Daily	Telephone Log
Send compulsory attendance letter			Principal	Parents receive a letter when 3 or more absences are noted in a 4 week period	When needed	Copy of letters

Target Area: Parental Involvement

Goal 5: DISD will increase awareness, interest, and involvement in the education of students through the cooperative efforts of staff, parents, and community..

Campus Objective: 100% of parents of DIS students will have opportunities to participate in school events and programs

Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Host Meet the Teacher Night		Posters, Announcements	Faculty and Staff	Parents will visit child's teacher	August	Classroom sign-in sheets
Encourage and ask parents to volunteer / mentor at school		Paper, phone	Principal/teachers/ staff	School newsletter/personal invitation	School year	Sign-in sheets and visitation log
Send positive notes to parents of all students	\$100	Paper/copier/postcards	Principal and teachers	Parents will receive positive notes	School year	Copy of log of notes kept on file
Monitor daily homework/grades		Homework Folder, Computer, Printer	Classroom Teachers	Assignment Sheet	School year	RSCCC
Implement Lion Pride Committee to decide on parental involvement activities	\$1000	Activity Fund	Principal, Committee Members	School Newsletter Participation sign-in sheet	School year	Sign-in sheets
Three-week progress reports		RSCCC, Printer	Classroom Teachers	Progress Reports	School year	Copy of Progress Reports
Report Cards		RSCCC, Printer	Classroom Teachers	Report Cards	Each six weeks	Copy of Report Cards
Initiate dialog with parents of students in danger of being retained by fifth six weeks		Paper, phone	Classroom teachers	Communication log	End of fourth six weeks	Log on file
Contact parent of EVERY student in person or by phone		Phone	Classroom teachers, all staff	Communication log	School year	Communication log; surveys
Contact parent when student is referred to the principal		Discipline Form	Classroom Teachers Principal	Parents are encouraged to attend a conference to discuss student progress	School year	RSCCC
Host Parent/Teacher Conference Day in January		Posters, announcements, notes	Classroom teachers, principal	Parents are given opportunity to sign up for a conference	January	Sign-in sheets
Recognize students' achievement at end-of-year assembly		Awards	Principal Classroom teachers	Postcards	May	Awards List

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Invite Parents to 3 rd , 4 th and 5 th Grade Music Programs		Paper, Printer	Music Teacher	Memo Monthly Newsletter	School year	School Calendar
Invite Parents to Campus Field Day		Paper, Printer	PE Teacher	Memo Monthly Newsletter	Spring	School Calendar
Invite ESL Parents to attend meeting concerning ESL needs			Principal, teachers	Contact information on ESL parents	School year	Sign-in sheets
Notify area/local newspapers of newsworthy events		Phone	Principal, Classroom Teachers	Publication of events	School year	Newspaper articles
Provide Spanish translations for campus communications		District translators	Secretary, Principal, Classroom Teachers	Translated letters, pamphlets, notices	School year	Articles sent home
Invite parents to end of semester and end of year awards programs		Paper, printer	Secretary, principal, classroom teachers	Memo	School year	School calendar
Invite parents to special emphasis nights		Paper, printer	Secretary, principal, classroom teachers	Memo	School year	School calendar

Target Area: Professional Development

Goal 3: DISD will provide high-quality and ongoing professional development for all professional staff.

Campus Objective: 100% of DIS professionals will have opportunities to attend training programs that directly affect student performance.

Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Content specific TAKS training		Local	Curriculum Director, Principal	Registrations	Calendar of Events	Lesson plans reflect new strategies
Implement Professional Learning Communities		Local	Principal / Facilitators / Department Chairs	CSCOPE	School year	CSCOPE / Lesson Plans / Assessment Results
District/campus SBDM committees make recommendations for training			SBDM chairs	Agenda item on each committee minimum of 1 time annually	Each committee meets a minimum of 4 times annually	SBDM meetings
Provide new teacher orientation			Curriculum Director	Administration determines topics	August	Attendance Roster

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Train staff in RSCCC, RTI, CPR, TBSI		Local	Curriculum Director, Technology Director, All Staff, Principal	Inservice and faculty meeting agendas	School year	Attendance Roster
Maintain membership in the Effective Schools Project with Tarleton State University	\$600	Local	Principal	Principals arrange release time for staff to attend events	School year	Attendance Roster
Provide staff development in ESL teaching strategies and LPAC training		Local	Program director, all teachers, LPAC committee members	Staff development opportunities locally and Region 11 ESC	As needs arise	Sign-in sheets, staff development certificates
All professional staff will receive updated local training in using the DMAC program and OnCourse		Local	Curriculum Director	Local staff development schedule	September/October	Sign-in sheets, password assignments
Provide opportunity for selected staff to participate in "Process Champions" and "Flippen Leadership Series"	Approx. \$7500	Local	Principal selected staff	Staff development schedule/ Arrange release-time for all staff to attend	School year	Staff Development Certificates

Target Area: School Safety/Climate

Goal 4: DISD will provide a safe, secure, and supportive environment for students and staff.

Campus Objective: DIS will maintain a safe environment where teachers can teach and students can learn.

Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Conduct fire/tornado drills			Principal	Teachers assist students in evacuating the building	Monthly	Drill schedule
Conduct Intruder / Lock Down drills			Principal	Teachers assist students in remaining safe in crisis situations	Monthly	Drill schedule
Wear employee ID badges			All staff	All employees wear badges for easy recognition	Daily	Badges
Capturing Kids' Heart Training	\$4000	Local	Principal; new staff	Staff Development Records	by November	Lesson Plans

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Activity	Budget Amount	Resource	Responsibility	Formative Evaluations	Timeline	Summative Evaluations
Limit outside entry to the building			Principal	Only one front door is open during day	Daily	Only one front door is open during day
Texas Behavior Support Initiative Training (TBSI)			Campus Core Team	Training Sessions	As needed	Sign-in Sheets, Certificates
Crisis Prevention Intervention Training for Special Education teachers and other assigned personnel			Administrator	Training sessions	As needed	Sign-in Sheets, Certificates
Grade Level Meetings will be conducted			Faculty	Teachers attend meetings	Ongoing	Sign-in sheets
Campus and District-wide SBDM Committee			Administrator	SBDM Committee Meetings	Ongoing	Sign-in sheets
Ensure that students are always monitored by faculty and staff members			Faculty and staff/Administrator	Observation	Ongoing	Duty station schedule
Require visitors to sign in at office			Office personnel/staff	Visitor sign-in and door notices	Ongoing	Sign-in sheets
Implement "Lion Pride" committee to increase school spirit and address campus procedures, routines and atmosphere/climate	\$200	Local	Principal, Committee members	Committee Mtg. Agendas/minutes	School year	Meeting Agenda/minutes
Implement daily school wide assembly called "Cub Chatter" to promote school spirit, pride, and unity		Local	Principal, staff	Daily assembly and attendance records	Daily	Attendance records, report cards, assessment results
Train PE Teacher, PE Aide, Special Ed Teacher and Aide, and Principal in CPR/First Aid		Local	PE Teacher / Aide, SpEd Teacher/Aide, Principal	Assessment during training	Ongoing	First Aid / Accident Reports, Sign-in sheets
Continue partnership with local police department through SRO			Principal, SRO	Communication in disciplinary and attendance situations	Ongoing	Discipline Records

PBMAS CONTINUOUS IMPROVEMENT PLAN

PBMAS Continuous Improvement Plan Goal: Dublin ISD will increase the TAKS science passing rate of ESL students to meet the state standard of 50%

Title I, A Component 9- Effective, timely, additional assistance for students

Component 2—Schoolwide reform strategies

ACTIVITY	BUDGET AMOUNT	RESOURCE	PERSON RESPONSIBLE	FORMATIVE EVALUATIONS	TIMELINE	SUMMATIVE EVALUATIONS
Bilingual/ESL						
Teachers will participate in English Language Proficiency Standards online training and implement ELPS in the curriculum		ESC Region 20 online ELPS training materials	Curriculum Director, principals, core subject teachers	Implementation of ELPS training	2009-10 School year	Training log, sign-in sheets
Conduct science benchmark assessments of 5 th , 8 th , 10 th , and 11 th grade students		DMAC online benchmarking program	Curriculum Director, principals, science teachers	Benchmark tests	Initial: 11/16/09 Interim: 2/26/09 Final: 5/26/09	Benchmark reports from DMAC
Analyze data from benchmark assessments to determine areas of weakness		DMAC online benchmarking program	Curriculum Director, principals, science teachers	Benchmark reports from DMAC	Initial: 11/16/09 Interim: 2/26/09 Final: 5/26/09	Increase in passing rate seen on each benchmark test
Results of data analysis are used to target student weaknesses through in-school tutorials and classroom instruction		DMAC online benchmarking program	Curriculum Director, principals, science teachers	Benchmark reports from DMAC	Initial: 11/16/09 Interim: 2/26/09 Final: 5/26/09	Increase in percentage of ESL students' passing rate on the 2010 TAKS science assessment

PBMAS Continuous Improvement Plan Goal: Dublin ISD will increase the Special Education TAKS passing rate in science to the state standard of 50%

Title I, A Component 9—Effective, timely additional assistance

Component 2—Schoolwide reform strategies

ACTIVITY	BUDGET AMOUNT	RESOURCE	PERSON RESPONSIBLE	FORMATIVE EVALUATIONS	TIMELINE	SUMMATIVE EVALUATIONS
Special Education						
Benchmark science students in grades 5, 8, 10, and 11 to identify struggling learners		DMAC online benchmarking program	Special ed. Director, curriculum director, principals, science teachers	Benchmark tests	Initial: 11/16/09 Interim: 2/26/09 Final: 5/26/09	Benchmark reports from DMAC
Analyze benchmark data to determine patterns of student weaknesses		DMAC online benchmarking program	Special ed. Director, Curriculum Director, principals, science teachers	Benchmark reports from DMAC	Initial: 11/16/09 Interim: 2/26/09 Final: 5/26/09	Increase in passing rate seen on each benchmark test
Target student weaknesses through in-school tutorials		DMAC online benchmarking program	Special ed. Director, Curriculum Director, principals, science teachers	Benchmark reports from DMAC	Initial: 11/16/09 Interim: 2/26/09 Final: 5/26/09	Increase in percentage of special ed students' passing rate on the 2010 TAKS science assessment

PBMAS Continuous Improvement Plan Goal: Dublin ISD will reduce the percent of special education students in Instructional arrangement 00 and increase the percentage of students in Instructional arrangement 40/41 to the state average of 40%

Component 2—Schoolwide reform strategies

Decrease the numbers of Special Education Speech referrals by providing lessons/activities to address targeted speech/language competencies	Cost of classroom materials	Special ed. funds	Special ed. Director, Principals, Speech/Language pathologists and assistants, general ed teachers in grades K-2	Records of classroom lessons/activities, lesson plans	Initial: 11/16/09 Interim: 2/26/09 Final: 5/26/09	Decrease in the numbers of Special Education Speech referrals
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Migrant Education Program Plan of Action Priority for Service 2009-2010

Goal	To identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.				
Objective	To identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.				
Evidence of Need	Activities	Timeline	Staff Responsible	Materials	Method of Evaluation
<p>No Child Left Behind (NCLB) Act directs Texas Migrant Program to target funds to provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.</p> <p>Highly mobile migrant students are often forced to make non-promotional school changes during the regular school year that result in a lack of instructional continuity and subsequent lower levels of student learning and academic success.</p>	<p>Print and review the New Generation System (NGS) Priority of Service Student Report each month.</p>	<p>September 1, 2009- May 31, 2010</p>	<p>ESC Region XI</p>	<p>NGS generated PFS report</p>	<p>Report of services provided to students</p>
	<p>Submit the Priority for Service Student Report to the district contact for distribution to appropriate staff.</p>	<p>September , 2009- May 31, 2010</p>	<p>ESC Region XI NGS specialist</p>	<p>NGS generated PFS report sent electronically</p>	<p>Copy of email sent to districts</p>
	<p>Provide an opportunity for PFS students to attend summer school to make up work and be ready for the next school year.</p>	<p>June 2010-July 2010</p>	<p>ESC XI staff and school contact Summer School teacher</p>	<p>MAS math curriculum Reading curriculum</p>	<p>Pre/post tests</p>
	<p>Monitor ninth grade student's coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual</p>	<p>January 2010 - May 2010</p>	<p>ESC XI staff</p>	<p>UT Austin Graduation Enhancement Program</p>	<p>Course completion rates</p>
	<p>Collaborate with counselors each reporting period in developing a personal graduation plan</p>	<p>September 2009-May 2010</p>	<p>ESC XI staff and school counselors</p>	<p>Student transcripts</p>	<p>Graduation rate of migrant students</p>

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<p>Title I Migrant Coordinator will use NGS Priority for Services reports to give priority placement to these students in Migrant Education Program Activities.</p>	<p>for PFS students</p> <p>Collaborate and review district policies and procedures concerning students with late entry or early withdrawal and share with counselors and teachers.</p>	<p>September 2009</p>	<p>ESC XI MEP consultant</p>	<p>SSA district policy (on website)</p>	<p>Policy statement</p>
<p>Due to mobility, migrant students often have inconsistent course placements.</p>	<p>Monitor NGS course completion for PFS students with late entry and early withdrawal</p>	<p>September 2009 – May 2010</p>	<p>ESC XI migrant staff</p>	<p>NGS reports, student transcripts</p>	<p>Student transcript</p>
<p>Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.</p>	<p>Use migrant funds to pay for tuition or fees for evening classes, summer school, credit by exam or distance learning.</p>	<p>September 2009 – June 2010</p>	<p>ESC XI migrant consultant</p>	<p>Purchase order</p>	<p>Certificate of completion, student transcript</p>
<p>Title I Migrant Coordinator will provide campus principals, appropriate campus staff, and parents the Priority for Services criteria and updated NGS Priority for Services reports.</p>	<p>Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual Workshop, hosted by the Texas Migrant Interstate Program (TMIP).</p>	<p>February 2010</p>	<p>ESC XI migrant staff</p>	<p>Phone and email to TMIP</p>	<p>List of students traveling to different states</p>
<p>Migrant students often face difficulties associated with adjusting to new school settings, making new friends, and gaining social acceptance--issues which can be grouped according to behavioral engagement, and which relate to opportunities for participation in academic, social or</p>	<p>Provide monthly NGS Priority for Services Report to each campus with identified PFS students.</p>	<p>Sept. 2009 – May 2010</p>	<p>ESC NGS specialist</p>	<p>NGS PFS student report</p>	<p>Completed reports</p>
<p></p>	<p>Meet with PFS migrant parents to explain how their students were identified and what services are available to these students.</p>	<p>Sept. 2009 – May 2010</p>	<p>ESC Migrant consultant</p>	<p>Parent meeting Handouts Registration</p>	<p>Completed parent conference form</p>
<p></p>	<p>Collaborate with SSA districts and develop and implement a set of district</p>	<p>Sept. 2009 – May 2010</p>	<p>ESC Migrant consultant</p>	<p>District policy and procedures Staff development</p>	<p>District policy/procedures</p>

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<p>extracurricular activities, emotional engagement which relates to positive and negatives reactions to teachers, classmates, academic materials and school, in general; and cognitive engagement, which relates to investment in learning and may be a response to expectations, relevance and cultural connections.</p> <p>Title I Migrant Coordinator will ensure that Priority for Services students receive priority access to instructional services, as well as social workers and community social services/agencies.</p> <p>Many migrant parents value education for their children, but they may not have the educational resources or knowledge to provide the support expected by school staff.</p> <p>As a result of language barriers or the mobility of the family, migrant children often face difficulties accessing health care services</p>	<p>procedures that outlines strategies for partial/full credit accrual for migrant students with late entry/early withdrawal.</p> <p>Work with project and SSA districts to have sufficient migrant students to create an extracurricular club/leadership specific to migrant students which are designed to help students develop effective learning and study skills.</p>	<p>Sept. 2009 – May 2010</p>	<p>ESC Migrant staff</p>	<p>event (registration) Event agenda</p> <p>Meeting agenda Registration/sign in sheet</p>	<p>MEP data, student feedback</p>
	<p>Provide an opportunity for the students to attend leadership workshops presented by the Education Service Center Region XI.</p>	<p>September 2009 December 2009 April 2010 May 2010</p>	<p>ESC staff and school district staff</p>	<p>Event sign-in sheet, agenda, handouts</p>	<p>Student feedback</p>
	<p>Provide parents with information on community health services and non-profit agencies at parent meetings.</p>	<p>Parent meetings, Sept. 2009 – May, 2010</p>	<p>Migrant consultant, Community agencies</p>	<p>Brochures, fliers, Marketing materials</p>	<p>Feedback from families and health/social services agencies</p>
	<p>Provide training and/or materials to migrant recruiters on agencies and non-profit resources for parents to access</p>	<p>Sept. 2009 - May 2010</p>	<p>Migrant consultant</p>	<p>Brochures, fliers, Marketing materials</p>	<p>Feedback from families and health/social services agencies</p>
	<p>Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE</p>	<p>Parent meetings, Sept. 2009 – May, 2010</p>	<p>Migrant consultant</p>	<p>Brochures, fliers, Marketing materials</p>	<p>Feedback from families and health/social services agencies</p>
	<p>Provide the migrant hotline number to students and families</p>	<p>Parent meetings, Sept. 2009 – May, 2010</p>	<p>Migrant consultant</p>		

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<p>The Title I Migrant Coordinator, MEP staff, and migrant school staff will make home and/or community visits to update parents on the academic progress of their children.</p> <p>Priority for Services migrants are less likely to be promoted in the early grades than non-PFS migrants</p>	<p>Collaborate with SSA districts to ensure migrant parents are receiving timely information on the progress of their children in elementary school by conferencing with parents during the first two grading periods.</p>	<p>Sept. 2009 – October 2009</p>	<p>MEP consultant</p>	<p>Emails, letters</p>	<p>Feedback from SSA districts</p>
	<p>Provide information to parents at the ESC Region XI Parent Meetings on ways they can help their children at home.</p>	<p>Parent meetings October 2009 – May 2010</p>	<p>MEP consultant, MEP staff</p>	<p>Fliers, handouts, brochures, emails</p>	<p>Parent feedback</p>
	<p>Collaborate with SSA districts and request the district to advise ESC XI Consultant of students with excessive absences.</p>	<p>Sept. 2009 – May 2010</p>	<p>NGS specialist, MEP consultant</p>	<p>Emails, letters</p>	<p>PEIMS data, absence reports</p>
	<p>Explain district attendance policies and the importance of attending school to parents</p>	<p>Sept. 2009 – May 2010</p>	<p>MEP staff</p>	<p>Sample school policy</p>	<p>Parent feedback</p>
	<p>Review lists and collaborate with SSA district contact staff or counselor to determine how the ESC Region XI can assist the district with migrant students.</p>	<p>Sept. 2009 – May 2010</p>	<p>Migrant consultant</p>	<p>PFS form, district information, lists of services provided by the district</p>	<p>Completed PFS Program Plan 2010-2011</p>
	<p>Review list of PFS high school and middle school students who attended the leadership presentations: - Technology Connections in Math and Science for migrant middle school students - More Technology Connections in Math and Science for MEP Students</p>	<p>September 18, 2009 May 13, 2010</p>	<p>Migrant consultant NGS specialist</p>	<p>-Migrant Unique Student reports - Migrant summer school rosters -Final student grades - Tutoring services delivered in 2009-10</p>	<p>Workshop rosters, sign-in sheets</p>

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	<p>- College Access and Readiness for Migrant Students - Migrant Students Planting Seeds for Success</p>	<p>October 1, 2009 December 15, 2009</p>			
<p>Review Unique Report monthly to identify the secondary migrant students who have enrolled late and collaborate with district for possible make-up course work and/or placement in required classes.</p>	<p>Sept. 2009 – May 2010</p>	<p>Migrant consultant NGS specialist</p>	<p>PFS form, district information, lists of services provided by the district</p>		
<p>Review the number of PFS students who enroll in summer school.</p>	<p>July 2010</p>	<p>Migrant consultant NGS specialist</p>	<p>PFS report, MEP data, NGS data</p>		
<p>Review list of ninth grade students who have failed courses.</p>	<p>June 2010</p>	<p>Migrant consultant NGS specialist</p>	<p>PFS report, MEP data, NGS data</p>		
<p>Check New Generation System to verify that all secondary students have graduation plans in place.</p>	<p>September 2009 – May 2010</p>	<p>Migrant consultant NGS specialist</p>	<p>PFS report, NGS data</p>		
<p>Review list of students who had tutoring, summer school, credit by exam paid for by ESC Region XI.</p>	<p>July 2010</p>	<p>Migrant consultant</p>			
<p>Review list of students with excessive absences.</p>		<p>Migrant consultant NGS specialist</p>			
<p>Review list of students taking courses from University of Texas Graduation Enhancement Program.</p>		<p>Migrant consultant</p>			