

**Decatur Independent School District**  
**Decatur Intermediate**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: B**



*Est. 1913*

# **Mission Statement**

Decatur ISD is committed to providing a quality education where students will learn digitally, think creatively, and compete globally.

## **Vision**

Goal 1: Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.

Goal 2: Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

Goal 3: Decatur ISD will promote two-way communication among our staff, parents, and community to engage them in positive partnerships and maximize the success of all students.

## **Value Statement**

Commitment to Excellence ~ Community ~ High Expectations ~ Opportunities ~ Relationships

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	6
School Processes & Programs .....	8
Perceptions .....	11
Priority Problem Statements .....	13
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	17
Goal 1: Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.	17
Goal 2: Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff. ....	23
Goal 3: Decatur ISD will promote two-way communication among our staff, parents, and community to engage them in positive partnerships and maximize the success of all students. ....	26
State Compensatory .....	27
Personnel for Decatur Intermediate: .....	27
Campus Education Improvement Committee .....	28
Campus Leadership Team .....	29
Addendums .....	30

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Decatur Intermediate School is a 5th and 6th-grade intermediate campus that currently serves 538 students. Decatur Intermediate was established in the 2018 - 2019 school year, which makes it our second year to operate as a fifth and sixth-grade campus. We have two bilingual sections in 5th grade.

Based on the data from 2018 PEIMS submissions, our campus make-up is as follows:

### Student Enrollment by Race/Ethnicity

White - 60.7%

Hispanic - 34.2%

Two or More Races - 1.7%

African American - 1.5%

Asian - 0.9%

American Indian - 0.7%

Pacific Islander - 0.2%

### Student Enrollment by Type

Economically Disadvantaged - 50.3%

English Language Learners - 17.9%

Special Education 12.7%

Our EL students represent five languages - Spanish, Portuguese, Arabic, Russian, and Hmong.

Our staff is made up of 31 English speaking teachers and one bilingual teacher. DIS has four instructional aides, 2 of whom are bilingual. Our office staff includes a bilingual receptionist.

### **Demographics Strengths**

- Decatur Intermediate School population is comprised primarily of Caucasian and Hispanic students. In 2018-2019 accountability reports, EL students met target on TELPAS with a progress rate of 37% out of 36% needed. EL students also met ELA target on STAAR with 35% of students at Meets or above out of the 29% target needed.
- Hispanic and White races make up 94.9% of the total student population providing for a non-homogeneous school.
- 50 % of students are identified as economically disadvantaged. In 2018-2019 accountability reports, Ec. Dis. students met ELA and Math STAAR targets. In ELA, 38% of students are at Meets or above out of 33% target needed. In Math, 40% of students are at Meets or above out of 35% target needed.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The staff demographics are not truly representative of the student body demographic including the ability to speak Spanish. **Root Cause:** Recruiting and retaining highly qualified bilingual staff members is a challenge.

**Problem Statement 2:** Considering high numbers of EL and Ec.Dis. students, a high percentage of students lack foundational skills , background knowledge, life experiences, and home support for rigorous academic performance. **Root Cause:** Lack of exposure to a variety of life experiences, academic vocabulary, and early childhood education are shown to be barriers to high academic achievement.

# Student Academic Achievement

## Student Academic Achievement Summary

Decatur Intermediate School was formed in 2018-2019 school year. To consider historical data, we looked at the district-wide 5th grade average from years prior to 2018-2019. 6th grade has been on one campus prior to DIS becoming 5th and 6th grade campus. Historical passing rate data is as follows:

	2019	2018	2017	2016	2015
6 Grade Math	85%	83%	82%	75%	*
6 Grade Reading	67%	70%	69%	76%	78%
5th Grade Math	92%	96%	88%	90%	*
5th Grade Reading	88%	90%	86%	84%	83%
5th Grade Science	78%	78%	81%	81%	77%

In 2018-2019, DISD 4th graders scored as follows on STAAR test:

	2019
4th Grade Math	71%
4th Grade Reading	78%
4th Grade Writing	72%

Decatur Intermediate School earned the following ratings from TEA in 2018-2019:

Overall - **B** - 80 out of 100

Student Achievement - **B** - 83 out of 100

School Progress - **B** - 83 out of 100

Closing the Gap - **C** - 73 out of 100

## Student Academic Achievement Strengths

- 5th Grade Math and Reading STAAR scores have been at or above 86% passing rate for the last three years.

- Campus-wide data shows that DIS meets targets for Ec. Dis. and EL students in the area of Academic Achievement.
- Hispanic and Ec.Dis. groups meet the state-set Academic Achievement targets in Math.
- EL group meets the state-set English Language Proficiency target.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Historically, we show a significant drop on 6th grade Reading STAAR passing rate. In 2019, 6th grade Reading STAAR passing rate was 67%. **Root Cause:** RTI process (tier 1, 2, and 3) and literacy in all core classes were not approached on a campus-wide scale.

**Problem Statement 2:** Hispanic group did not meet Reading STAAR Academic Achievement Target. **Root Cause:** The transition from a Bilingual program to English instruction is abrupt.

**Problem Statement 3:** White and Hispanic groups did not meet Reading and Math STAAR Growth Target. **Root Cause:** Tier 1 instruction practices need to be more rigorous and targeted.

**Problem Statement 4:** Incoming 5th graders math STAAR passing rate is 71%. **Root Cause:** Elementary principals report that there is a need for 4th grade math teachers PLC. Some of them were new to grade level/subject/education.

# School Processes & Programs

## School Processes & Programs Summary

### Instructional and Curricular Processes

- At Decatur Intermediate School, we are using Professional Learning Communities to improve our instructional practices and student outcomes. All core subject teams have a 45 minute PLC period where they work on a focus TEKS. PLC leaders and campus administrators attended a three-day PLC conference in the summer of 2019. Administrators have a designated day to lead PLC meetings in addition to other days when they are present. PLC leaders, interventionists, and administrators attended Lead4Ward training to learn how to disaggregate data and use it as the PLC. Eduphoria platform is used to analyze data and track student progress.
- To address our RLA needs, we are implementing Units of Study in Writing. The DISD literacy coach mentors RLA teachers and offers weekly support. All teachers are trained in implementing literacy across subject areas.
- DIS Math department has engaged in the Texas Lesson Study in the fall for 2019. They are designing model lessons for both 5th and 6th grades.
- DIS 6th Grade Science and Social Studies departments will begin the Texas Lesson Study process in the spring of 2020.
- At DIS, we are using Fundamental Five as our lesson planning framework. The five components include:
  1. Framing the Lesson
  2. Power Zone
  3. Recognize and Reinforce
  4. Frequent Small Group Purposeful Talk
  5. Critical Writing
- DISD curriculum guide is the TEKS Resource System and TeXGuides.
- All special programs at DIS are built into the master schedule. Therefore, we do not have pull-out services when students miss class to receive specialized instruction. Special classes are as follows:
  1. Dyslexia
  2. Gifted and Talented
  3. Reading Plus (tier 3 reading)
  4. Math Plus (tier 3 math)
  5. Resource
  6. Spanish Language Arts
- EL students receive ESL interventions and accommodation through ESL certified teachers.

Decatur Intermediate is a 1:1 Chromebook campus. Every student has a Chromebook assigned to them. Students can take their Chromebooks home to



continue to have access to all educational resources. All teachers at DIS have AVer boards in their classrooms.

- DIS has a variety of before and after school clubs in addition to the UIL program.
- We are continuously building our English and Spanish Leveled Libraries.

### Organizational Processes

- DIS Leadership Team meets once a month on the first Tuesday of every month.
- DIS Faculty meets once a month on the third Monday of every month.
- DIS office team meets every week to ensure smooth school operations.
- DIS administrative team meets every week to align weekly goals and priorities.
- DIS has a variety of teacher-led committees to address campus needs.
- Campus Educational Improvement Committee reviews and makes recommendations for continuous campus improvement.
- PTO is in place to support students, parents, and teachers through a variety of initiatives and events.

### Personnel

- All DIS staff is highly qualified.
- All DIS staff members have access to ESC 11 professional development in addition to other sources of PD.
- All DIS staff receive an annual evaluation.
- Faculty members are appraised using the T-TESS appraisal system, including individual goal setting, student learning objective tracking, observations and classroom walkthroughs, and summative evaluation.
- All first-year teachers receive first-year teacher training from the district. First-year teachers are also assigned a mentor on campus.

### School Processes & Programs Strengths

- All core subject teams have a 45 minute PLC period where they focus on a high impact TEKS.
- All teachers are trained in implementing literacy across subject areas.
- All special programs at DIS are built into the master schedule, so we do not have "Pull-out" services when students miss class to receive specialized instruction.
- Decatur Intermediate is a 1:1 Chromebook campus. Every student has a Chromebook assigned to them. Students can take their Chromebooks home to continue to have access to all educational resources.
- All DIS staff members have access to ESC 11 professional development in addition to other sources of PD.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Data analysis is underutilized for guiding instruction and providing targeted interventions. **Root Cause:** Lack of RTI and data analysis structure does not allow for effective implementation.

# Perceptions

## Perceptions Summary

DIS follows Decatur ISD Mission, Vision, and Values.

Decatur Intermediate School is dedicated to developing the whole child. In addition to academic achievement, we work on anti-bullying programs, drug prevention lessons, community service, college and career readiness activities, restorative practices, health, wellness, and nutrition education. Whole child programs include but are not limited to the following:

- Patriots' Day - Honoring 9/11
- Start with Hello Challenge - Violence prevention / Anti-bullying
- G.R.E.A.T. program - provided by Decatur Police Department
- Red Ribbon Week - Drug and alcohol use prevention
- Live Thankfully community food drive
- Valentine's Day - Community Service projects
- De-Bully Assembly - Anti-bullying
- NED assembly - Never give up; Encourage others; Do your best
- Career Day
- Fit and Wise partnership - Fun Run, Heart Health, Yoga units

DIS Leadership Team and CEIC have culture and communication on the agenda of every meeting. In 2019-2020, DIS has established AM and PM Eagle Time.

**AM Eagle Time** is a 10-minute daily assembly that includes pledges, birthday announcements, housekeeping, and a daily focus:

- Mindful Monday (SEL techniques) presented by the school counselor
- Tech Tuesday (Digital Citizenship) or Timely Tuesday (attendance focus) present by the assistant principal
- Wellness Wednesday (Health and Nutrition tips) presented by a coach
- Thankful Thursday (Gratitude Practice) presented by the principal and leadership lesson (Essential 55) presented by students from the elective leadership class.
- Flightdeck Friday (Student character recognition) presented by administrative team and teachers

**PM Eagle Time** is at the end of every day.

- Monday - Campus calendar review
- Tuesday - Grade check

- Wednesday - Word of the week vocabulary development
- Thursday - Circle-up - restorative practice classroom meeting
- Friday - Clean and organize binder/backpack

Once every six weeks, DIS holds an Awards Assembly to celebrate academic achievement, attendance, and outstanding citizenship. Teacher and student team-building occurs once every six weeks through campus-wide Club Day.

Teachers volunteered for campus committees like safety, sunshine, end of year celebrations, Veterans' Day, Career Day, UIL, Valentine's Day, Science trips, Awards, and team building, etc. DIS has a PTO that meets regularly and support DIS teachers and students.

At DISD, we utilize Standard Response Protocol (SRP) for emergency management.

### **Perceptions Strengths**

- Students and teachers at DIS have stronger relationships and know each other better due to regular school-wide events.
- Our focus on student, staff, and parent communication has led to all stakeholders being better informed.
- School-wide committees have already led to teachers and parents having more ownership and ability to give input in establishing campus-wide procedures and programs.
- Using Standard Response Protocol district-wide has led to common language vertically for students and parents in the community thus leading to a more stable and safe environment.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Insufficient communication causes division and misunderstandings. **Root Cause:** School communication had limited reach and content.

**Problem Statement 2:** Parents do not have enough information about school safety processes. **Root Cause:** Parent safety education and communication are in the beginning stages.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Observation Survey results
- State-developed online interim assessments

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices



# Goals

Revised/Approved: November 08, 2019





## Goal 1: Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.

**Performance Objective 1:** In 2019, 61% of DIS students showed expected or accelerated growth on the Reading STAAR. By June 2020, 80% of DIS students will show expected or accelerated academic growth on the Reading STAAR.

**Evaluation Data Source(s) 1:** Unit tests, Mock STAAR, Interim Assessments, Istation monthly progress monitoring. STAAR test

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Tier 3 RLA interventions will be provided to students through Reading Plus class using guided reading with focus on comprehension and vocabulary.	2.4, 2.5, 2.6	Gena Gasperson - Reading Plus Teacher	Improved student performance in reading comprehension, fluency, and vocabulary development				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Non-RLA teachers will incorporate informational text reading comprehension with the use of text structures at least twice per grading period.	2.4, 2.5, 2.6	Tammy Rainey, Laci Mattison, Tammy Glennon - Non- RLA PLC leaders	Improved student performance in informational text reading comprehension				
3) RLA teachers will participate in daily PLC while studying high impact TEKS and analyzing student data to guide instruction for tier 1 and tier 2 students.	2.4, 2.5, 2.6	Ulyana Payne, Angie Eudy - Campus Administrators	Improved student performance in RLA				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Science department will attend Education Service Center 11 professional training session "Literacy in Science" and develop a campus specific implementation plan.	2.4, 2.5, 2.6	Kim Naumann, Tammy Rainey - Science Leads	Improved student performance in reading informational texts				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


**Goal 1:** Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.

**Performance Objective 2:** In 2019, 58% of DIS students showed expected or accelerated academic growth on the Math STAAR. By June 2020, 80% of DIS students will show expected or accelerated academic growth on the Math STAAR.

**Evaluation Data Source(s) 2:** Interim Assessments, I-Station monthly progress monitoring, Unit Assessments, STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Tier 3 Math interventions will be provided to students through Math Plus class with focus on math operations.	2.4, 2.5, 2.6	Nikki Coker - Math Plus Lead; Ulyana Payne, Angie Eudy - Administrators	Improved student achievement				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Math department teachers will participate in Texas Lesson Study and publish a model lesson on Texas Gateway	2.4, 2.5, 2.6	Ulyana Pyayne - Principal, Lauren Smith - ESC 11 coach	Improved student achievement				
<b>TEA Priorities</b> Build a foundation of reading and math 3) Students in Quintile 1 of Lead4Ward 2019 Math STAAR report will work through Think It Up curriculum at least 2 times per week.	2.4	Math teachers	Improved student achievement				



100% = Accomplished  
 ➔ = Continue/Modify  
 0% = No Progress  
 ✗ = Discontinue





**Goal 1:** Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.

**Performance Objective 3:** The Science STAAR test passing rate will improve from 78% in 2019 to 82% in 2020.

**Evaluation Data Source(s) 3:** Unit tests, mock STAAR test, STAAR test

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Science department will use research based vocabulary acquisition strategies at least twice per week.	2.4, 2.5, 2.6	Tammy Rainey, Morgan Willingham, Tracy Barry - Science Teachers; Ulyana Payne, Angie Eudy - administrators	Improved academic vocabulary				
2) Science teachers will utilize pre- and post-vocabulary assessments for each unit of study using Lead4Ward academic vocabulary resource.	2.4, 2.5, 2.6	Tammy Rainey, Morgan Willingham, Tracy Barry - Science Teachers; Ulyana Payne, Angie Eudy - administrators	Improved academic vocabulary				
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>3) 5th grade students will attend a 3 day science camp to experience real world science applications and reinforce science TEKS.</p>	2.4, 2.5, 2.6	Tammy Rainey, Morgan Willingham, Tracy Barry - Science Teachers; Ulyana Payne, Angie Eudy - administrators	Increase science achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Science department will have daily PLC to target high impact TEKS, analyze student achievement data, develop interventions and extensions.	2.4, 2.5, 2.6	Tammy Rainey, Morgan Willingham, Tracy Barry - Science Teachers; Ulyana Payne, Angie Eudy - administrators	Increase science achievement				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


**Goal 1:** Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.

**Performance Objective 4:** TELPAS progress rate will increase from 37% to 40% as measured by 2020 TELPAS.


**Evaluation Data Source(s) 4:** TELPAS

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) Starting in grade 5, bilingual students will be integrated with English speaking peers for all periods except for Spanish Language Arts.	2.4, 2.5, 2.6	Ulyana Payne - Principal	Improved English language acquisition.				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Using Fundamental 5 framework including Critical Writing and Purposeful Talk components in every lesson and every core subject.	2.4, 2.5, 2.6	Ulyana Payne, Angie Eudy - campus administrators	Improved English language acquisition.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

## Goal 2: Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

**Performance Objective 1:** By May 2020, DIS will implement at least 9 school-wide events to positively affect students SEL, parent involvement, and campus culture.

**Evaluation Data Source(s) 1:** Assemblies, counseling events, recognition programs, team building events

### Summative Evaluation 1:



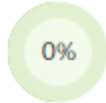

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 1) Invite parents to various school functions like Curriculum Night, Open House, Award Assemblies, Academic Celebrations, etc.	2.5, 3.2	Ambra Beaty - Counselor	Improved school culture and parents participation				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 2:** Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

**Performance Objective 2:** By May 2020, DIS will conduct all required safety drills and educate parents and students on Standard Response Protocol.

**Evaluation Data Source(s) 2:** Documentation of all required drills and educational opportunities.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Conduct monthly safety drills.	2.5, 3.2	Angie Eudy - Assistant Principal	Improve emergency preparedness				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							




**Goal 2:** Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

**Performance Objective 3:** DIS will utilize regularly scheduled, recurring functions like daily morning assembly, weekly student character recognitions, campus-wide SEL team-building days.


**Evaluation Data Source(s) 3:** Calendar logs

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) DIS will hold a daily morning assembly with all students and teachers present. The assembly will include Mindful Monday, Timely and Tech Tuesday, Wellness Wednesday, Safety Thursday, Fun or Flight Deck Friday.	3.2	Ulyana Payne - Principal	Improved campus culture and safety				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) DIS will recognize six students per week with a character award aligned to school expectations of being respectful, responsible, safe, and ready to learn.	2.5, 3.2	Angie Eudy - Assistant Principal	Improved campus culture				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) DIS will plan SEL team-building activities on early release days.	2.5	Ambra Beaty - Counselor	Improved campus culture				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


### Goal 3: Decatur ISD will promote two-way communication among our staff, parents, and community to engage them in positive partnerships and maximize the success of all students.

**Performance Objective 1:** By May 2020, DIS will maintain regular and frequent two-way communication with parents and community members through a variety of media platforms.


**Evaluation Data Source(s) 1:** Newsletters, social media posts, school events

#### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Send out a campus parent newsletter at least once per month with an opportunity for parents to respond and ask questions.	2.5, 2.6, 3.1	Ulyana Payne - Principal	Improved parent involvement				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Post school events and functions on social media at least once a week.		Teachers, administrators	Improved parent engagement				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) Ask for parent, student, and teacher feedback on various campus functions and events through the use of surveys and open discussions.	2.5, 3.2	Ulyana Payne - Principal	Improved collaboration among all stakeholders				




100% = Accomplished



= Continue/Modify



0% = No Progress



= Discontinue

# State Compensatory

## Personnel for Decatur Intermediate:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gena Gasperson	Intervention	Comp Ed	1
Morgan Boles	Dyslexia	Comp Ed	1
Teodula Lucio	Aide	Comp ED	1

# Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ulyana Payne	Principal
Administrator	Angie Eudy	Assistant Principal
Classroom Teacher	Julie Russell	5th Grade ELA
Classroom Teacher	Diana Flores	Bilingual Teacher
Classroom Teacher	Rachel Reyna	5th Grade Math
Non-classroom Professional	Ambra Beaty	Counselor
Parent	Kristy Campbell	Parent
Parent	Lori Reeves	Parent
Classroom Teacher	Julie Seibold	6th Grade ELA
Parent	Kristen Ripple	Parent
Parent	Melissa Stroud	Parent
Parent	Cindy Gagnon	Parent

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ulyana Payne	Principal
Administrator	Angie Eudy	AP
Non-classroom Professional	Ambra Beaty	Counselor
Classroom Teacher	Laci Mattison	6th Grade Social Studies
Classroom Teacher	Tammy Rainey	5th Grade Science
Classroom Teacher	Tammy Glennon	6th Grade Math
Classroom Teacher	Brooklynn Stapleton	6th Grade ELA
Classroom Teacher	Debra Zachary	5th Grade ELA
Classroom Teacher	Rachael Reyna	5th Grade Math
Classroom Teacher	Morgan Boles	Dyslexia
Classroom Teacher	Keri Little	Special Education
Classroom Teacher	Rachel Rangel	STEM teacher

# Addendums

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)		The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)		The school will follow Board Policies: FFA and EHAA.
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)		
<b>4. District's Decision-Making and Planning Policies</b>	TEC 11.252(d)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>			
<b>5. Dropout Prevention</b>	TEC 11.252		
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)		The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>An identification and recruitment plan</li> <li>New Generation System (NGS)</li> <li>Early Childhood Education</li> <li>Parental Involvement</li> <li>Graduation Enhancement</li> <li>Secondary Credit Exchange and Accrual</li> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)		
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>			
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>Higher education admissions and financial aid, including sources of information</li> <li>TEXAS grant program</li> </ul> </li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)		



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA		
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9)		The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> </ul> </li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal) Board Policy DMA(Legal)		The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>			
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831		Board Policies: FFB, FOC, FOCA, DMA and FFE
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 21.451(d)(2)  Board Policy DMA(Legal)		Board Policy DMA(Legal)
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	TEC 11.252(a)(3)(D)  TEC 28.001		