

De Leon Independent School District District Improvement Plan

2021-2022



Mission Statement

De Leon ISD

The staff of De Leon ISD believes that all students are capable of learning. To foster student achievement, it is our responsibility to provide a well-balanced curriculum within an environment that is conducive to learning.

Our goal is to help all students reach their greatest level of academic achievement. We can attain this goal by instilling in our students a love of learning and by providing a curriculum that includes basic liberal arts courses, fine arts, technology, and vocational training.

Vision

We dedicate ourselves to ensuring that all students will:

- Develop a positive self concept and a positive attitude toward their school and learning
- Maximize individual creativity.
- Participate as good citizens in the community, state, and nation
- Fulfill their potential and enjoy a quality life that is as good as or better than that of their parents.
- Develop knowledge and skills required for economic responsibilities
- .Develop Thinking skills necessary for problem solving.
- Acquire and utilize technological knowledge and skills.
- Acquire skills to be successful as lifelong learners.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
District Culture and Climate	6
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
District Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: Early Childhood Literacy Board Outcome Goal - The percent of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 62% to 65% by June 2025.	16
Goal 2: Early Childhood Math Board Outcome Goal - The percent of 3rd grade students who score meets grade level or above on STAAR Math will increase from 51% to 60% by June 2025.	17
Goal 3: CCMR Board Outcome Goal - The percentage of graduates who meet the criteria for CCMR will increase from 78% to 100% by August 2025.	19
Goal 4: DISD Educational Community Board Outcome Goal - De Leon ISD will strive for excellence in education by providing qualified staff, safe educational facilities and by working in partnership with parents and community to create a learning community dedicated to building respectful and responsible citizens.	21
State Compensatory	29
Budget for District Improvement Plan	30
District Funding Summary	30
Addendums	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Student Enrollment - 724
- ADA - 705
- LEP - 34 - 4.7%
- Migrant - 7 - 1%
- Economically Disadvantaged - 459 - 63.4%
- Homeless - 20 - 2.9%
- Unaccompanied Youth - 0 - 0%
- ESL - 16 - 2.2%
- Gifted & Talented - 46 - 6.4%
- Career & Technology - 185 - 25.6%
- At-Risk - 339 - 46.8%
- Special Education - 78 - 10.8%

Demographics Strengths

- Student enrollment growing
- Student Attendance Rates increasing
- Student/Teacher Ratios are favorable for students
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Use of Inclusion to close learning gaps
- 100% of high school students are taking Career and Technology courses

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continued focus and attention on At-Risk population

Problem Statement 2: Continue to increase LEP student scores in standardized testing (STAAR)

Student Achievement

Student Achievement Summary

De Leon ISD received an A rating on the new A-F Accountability Rating system for two consecutive years. De Leon Elementary earned distinctions in ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. De Leon High School earned distinctions in Mathematics, Science, Post Secondary Readiness and Comparative Closing the Gaps.

The district is struggling in two subgroups – Hispanic and Economically Disadvantaged. The district has had improvements in test scores, but still has room for growth in all subgroups. The increase in scores is largely attributed to redesigned curriculum along with the implementation of math labs, reading labs, and common assessments. These along with the use of effective teaching strategies are producing positive results.

Continuous and focused data analysis is a fundamental process in De Leon ISD. Campus site-based decision making groups that are data driven continuously improve and the district is seeing more and more progress in this area. STAAR scores, TAPR, and PBMAS are used as sources of data. Another source includes common formative assessments. Teachers are using benchmarking assessments more effectively. Many of these assessments are provided through Eduphoria. These assessments are difficult and raise expectations for student achievement. The continuous analysis of student performance reinforces the district's commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

Student Achievement Strengths

Grade level and content area vertical alignment meetings to allow planning, collaboration, and formative assessments to be consistently used with students.

The addition of new RTI personnel on all three campuses

Flexible RTI programs which are continually being coordinated and implemented to meet the needs of our students.

Implementation of new software for use with students – Compass Learning, Apex Learning, Study Island, StemScopes, and iStation Reading.

Data analysis using TAPR and local benchmarking to make teachers more aware of student weaknesses so they can better help students.

High School Dual Credit and College Courses

Labs, tutorials and flex are improving student classroom grades

Seniors will have new course offerings this year to meet their graduation needs.

Graduation rates remain steady and above 95% each year.

The number of students taking the ACT has increased, and ACT scores have increased for our students as well.

STAAR and STAAR EOC scores remain high in many areas throughout the district

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although 8th Grade Social Studies STAAR results have shown some growth, scores still have room for improvement. **Root Cause:** Lack of student motivation because they know that the Social Studies STAAR does not affect promotion to high school.

Problem Statement 2: Low STAAR EOC scores in high school ELA. **Root Cause:** Students seem to have gaps in their writing processes. Also, teachers need professional development to specifically target analyzing reading passages and using higher level thinking skills with students.

Problem Statement 3: Writing gaps need to be addressed as students move up in grade level

Problem Statement 4: Analyze data on all students, not just those on the pass/fail line.

District Culture and Climate

District Culture and Climate Summary

School culture and climate was addressed in the form of staff, student, and parent surveys.

The data obtained from these surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided DISD with the tools to assess and evaluate differing perspectives of the school system and process.

District Culture and Climate Strengths

Strong administration and administrative support

High quality instruction by highly qualified teachers

Differentiated teaching

Well maintained facilities

Adequate amount of technology and training

New technology and programs on all campuses

Instructional Resources

Positive, active learning environment

Teachers and community feel safe

Positive climate

Strong parental and community involvement when asked

Positive student/teacher rapport

Concerned staff for the students

New full-time counseling position to provide mental health services and supports throughout the district

Programs highlighting student performances, talents and achievements

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Embrace the varied cultures and diversity of our students.

Problem Statement 2 (Prioritized): Provide more meaningful parental involvement opportunities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited
- Staff morale must remain high, especially in these difficult economic times, staff reduction, and increased work load
- Mentoring and new teacher training are vital to developing high quality staff
- Staff development must be meaningful and purposeful

Staff Quality, Recruitment, and Retention Strengths

- Highly Trained staff
- Immediate feedback for Administrators from walkthroughs and TTESS
- High Quality Staff Development activities
- New teacher training and mentoring
- All teachers certified
- Low student to teacher ratio
- Low teacher turnover

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Maintain High Quality Staff

Problem Statement 2: Maintain High Morale

Problem Statement 3 (Prioritized): Being on the cutting edge of Technology, Legislative changes, and Curricular Development

Problem Statement 4: Professional Development A) Subject specific beyond ESC14 trainings; allow teachers to attend state level trainings/conferences; allow teachers to be active in subject specific organizations B) Technology training C) Differentiation training D) Motivating students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Maintaining a high-quality curriculum with sufficient depth and rigor to prepare students for STAAR, EOC, and their future.
- Developing and maintaining a valid testing schedule to provide data for remediation
- Providing high quality staff development
- Maintaining curricular alignment

Curriculum, Instruction, and Assessment Strengths

- Adopted curriculum currently meet the rigor required by TEKS and College Readiness
- Cross-curricular alignment of written, taught, and tested area
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology
- New technology and programs put into place on all campuses
- RTI model is being increasingly used
- New RTI instructors added to each campus to coordinate and facilitate the RTI programs, address the academic needs of students, and fill the gaps and learning loss as a result of the pandemic
- Grade level and departmental collaboration
- Flex periods, after school tutorials, learning labs
- Planning and implementation of after school and summer programs
- Credit recovery interventions monitored by librarian and aide

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Regular scheduling of vertical and grade level meetings

Problem Statement 2: Ensuring teachers utilize the curriculum to the fullest

Problem Statement 3: Differentiate teaching to meet student needs

Parent and Community Engagement

Parent and Community Engagement Summary

- Improved job of providing pertinent information available for parents, but need more 2-way communication
- Continue to make use of technology to communicate (School website, School Messenger, School Way, School sign on highway)
- Educate community about accessibility of information
- Annual Family Night for Dyslexia information

Parent and Community Engagement Strengths

- Parent access to grades, calendar, lunch room charges online
- School Messenger, Facebook, DISD website, new Athletic website, and newspaper to keep parents informed about vital school announcements
- Campus and District Improvement Committees
- School Health Advisory Council
- DISD homepage
- Calendar of events posted on website
- Parents involved in site-based decision making committees-parents are given many opportunities to participate
- Parent volunteers (book fairs, school parties, chaperones on fieldtrips, sports, concession stand)
- School and community rapport – community feels somewhat involved in school decisions
- Parents willing to participate in school activities when asked
- Extracurricular partnerships between MS and HS
- PTO and reading night at Elementary

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Greater opportunity for parental input and involvement (can utilize Google Docs)

Problem Statement 2: More effective means of 2-way communication between home and school (can utilize Google Docs)

Problem Statement 3: Parent Education opportunities; GED/ESL classes at night

Problem Statement 4: Make community aware of the special programs available for students (College classes, Migrant program activities)

Problem Statement 5: Reaching out to seek volunteers/parent helpers from all socio-economic groups (Hold an ESL parent meeting at the beginning of school to inform them of school services.)

District Context and Organization

District Context and Organization Summary

Teachers' primary areas of concern center around communication and collaboration between administrative and teaching staff

Teachers are also concerned that technological restrictions hamper the effectiveness of the network

Teachers would like to see more quality parent involvement

District Context and Organization Strengths

- High quality educational staff
- Administrative Leadership
- Resources – Teachers have access to many resources; they also are free to request when in need of additional resources
- Flex periods, Math and Science labs, Learning Labs, 8th period tutorial/study period, Content Mastery, Response to Intervention Period, Before and after school tutorials—all to improve student achievement
- Opportunities for teachers, parents, support staff, and students to be heard and to be part of solutions at grade level meetings, parent conferences, school board meetings.
- Adequate time is devoted to struggling students
- Teachers have a voice in decision making policies via faculty meetings, being members of district and campus committees, evaluating computer software and curriculum by providing input about the effectiveness in meeting the students' needs, Principal/Teacher conferences, online needs assessment surveys
- Teachers have a voice in identifying solutions to problems through communication with administration.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Increased parental involvement opportunities - ask for volunteers to work with struggling students

Problem Statement 2 (Prioritized): Increase positive parental perceptions of our school

Problem Statement 3 (Prioritized): Increase positive community perceptions of our school

Problem Statement 4: Need more parent and community members to be part of decision making committees

Technology

Technology Summary

- Teachers 1:1
- District is networked via fiber connections from the Technology Hub to the campuses.
- DISD participates in the ESC14 wireless network and Totelcom to receive Internet access.
- All classrooms have access to the Internet via wired Cat6e drops.
- All three campuses are 100% covered with wireless access – one wireless access point per classroom.
- Most teachers at all the campuses have a document camera and a mimio interactive white board.
- Distance learning equipment available to all three campuses and the support center.
- VOIP phone system

Technology Strengths

- Teachers and students have great technology access.
- Teachers are integrating the technology into their lessons more (state curriculum also requires greater use of technology).
- District is utilizing programs to improve student achievement. (Study Island, Renaissance Learning, State curriculum digital resources, etc)
- District website available for keeping DISD information, forms, policies current
- Robust network, including fiber connectivity from Elementary and High School to Tech Hub
- 1:1 laptops for students in grades 9th-12th
- On average, elementary campus has more than 6 computers in every classroom
- Middle school has classroom sets of computers and a computer lab available
- Computer/student ratio below 2:1
- Diligent technology department responding quickly to all workorders (Usually in
- Active distance learning equipment at all locations and being used by Elementary for virtual field trips, HS offering online classes, Staff development and school board training

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Consistent tech budget in order to better plan and make best decisions for student growth

Problem Statement 2: Need in-depth training for Mac Book Pro and Google Docs for new teachers

Problem Statement 3: More professional development for technology integration

Problem Statement 4: Keyboarding and basic computer classes at MS

Priority Problem Statements

Problem Statement 1: Maintain High Quality Staff

Root Cause 1:

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Provide more meaningful parental involvement opportunities

Root Cause 2:

Problem Statement 2 Areas: District Culture and Climate

Problem Statement 3: Increase positive parental perceptions of our school

Root Cause 3:

Problem Statement 3 Areas: District Context and Organization

Problem Statement 4: Increase positive community perceptions of our school

Root Cause 4:

Problem Statement 4 Areas: District Context and Organization

Problem Statement 5: Consistent tech budget in order to better plan and make best decisions for student growth

Root Cause 5:

Problem Statement 5 Areas: Technology

Problem Statement 6: Being on the cutting edge of Technology, Legislative changes, and Curricular Development

Root Cause 6:

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

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





Goals

Goal 1: Early Childhood Literacy Board Outcome Goal - The percent of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 62% to 65% by June 2025.

Performance Objective 1: Students' average RIT score on MAP reading growth assessment will increase from 146 (EOY-K) to 207 (EOY-3rd) by the end of their 3rd grade year.

HB3 Goal

Evaluation Data Sources: MCLASS and NWEA MAP





Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers in grades K-3 will use beginning of the year assessment data from MCLASS and or NWEA MAP to set goals for improvement with each child in order to form small instructional groups.</p> <p>Strategy's Expected Result/Impact: Students are expected to show adequate growth in their MOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers & Curriculum Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students in grades K-2 will have 30 minute period of Guided Reading instruction with a teacher assistant to lessen the teacher to student ratio and to have two small teacher led groups operating at the same time.</p> <p>Strategy's Expected Result/Impact: Differentiated activities will help close the learning gaps when assessed on NWEA MAP at the MOY and EOY tests.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Curriculum Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Early Childhood Literacy Board Outcome Goal - The percent of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 62% to 65% by June 2025.

Performance Objective 2: Grade 3 Student average projected Meets Grade Level score on MAP reading assessment will increase from 56% to 65% by May 2025.

HB3 Goal

Evaluation Data Sources: NEWA MAP and STAAR Released Benchmark assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet with students individually to set goals for improvement on their RIT Reading score on NWEA MAP at the BOY and MOY assessments in order to reach the Meets Grade Level.</p> <p>Strategy's Expected Result/Impact: Students will develop a sense of ownership in their own progress and show growth throughout the year.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Curriculum Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grades K-3 will have 45-60 minutes per day dedicated to differentiated small group instruction.</p> <p>Strategy's Expected Result/Impact: Identifying and addressing individual student gaps will help to increase overall student achievement in reading.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Early Childhood Math Board Outcome Goal - The percent of 3rd grade students who score meets grade level or above on STAAR Math will increase from 51% to 60% by June 2025.

Performance Objective 1: Students' average RIT score on MAP math growth assessment will increase from 150 (EOY-K) to 210 (EOY-3rd) by the end of their 3rd grade year.

HB3 Goal

Evaluation Data Sources: NWEA MAP





Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers in grades K-3 will use beginning of the year assessment data from NWEA MAP to set goals for improvement with each child in order to form small instructional groups.</p> <p>Strategy's Expected Result/Impact: Students are expected to show adequate growth in their MOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Curriculum Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students in grades K-2 will have 30 minute period of Guided Math instruction with a teacher assistant to lessen the teacher to student ratio and to have two small teacher led groups operating at the same time.</p> <p>Strategy's Expected Result/Impact: Differentiated activities will help close the learning gaps when assessed on NWEA MAP at the MOY and EOY tests.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Curriculum Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Early Childhood Math Board Outcome Goal - The percent of 3rd grade students who score meets grade level or above on STAAR Math will increase from 51% to 60% by June 2025.

Performance Objective 2: Grade 3 Students' average projected Meets Grade Level score on MAP math assessment will increase from 39% to 48% by May 2025.





HB3 Goal

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet with students individually to set goals for improvement on their Math RIT score on NWEA MAP at the BOY and MOY assessments in order to reach the Meets Grade Level.</p> <p>Strategy's Expected Result/Impact: Differentiated activities will help close the learning gaps when assessed on NWEA MAP at the MOY and EOY tests.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Curriculum Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grades K-3 will have 45-60 minutes per day dedicated to differentiated small group instruction.</p> <p>Strategy's Expected Result/Impact: Identifying and addressing individual student gaps will help to increase overall student achievement in math.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
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



Goal 3: CCMR Board Outcome Goal - The percentage of graduates who meet the criteria for CCMR will increase from 78% to 100% by August 2025.

Performance Objective 1: The percent of graduates who successfully complete a dual credit English or math course will increase from 43% to 60% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be assessed for college readiness through on-campus TSI testing and TSI remediation as needed.</p> <p>Strategy's Expected Result/Impact: More students eligible to enroll in dual credit courses.</p> <p>Staff Responsible for Monitoring: Campus counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Test registration fees and remediation curriculum - Local - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: DHS will encourage post-secondary education by offering dual credit courses to junior and senior students who meet the eligibility requirements.</p> <p>Strategy's Expected Result/Impact: More students enrolled in dual credit courses.</p> <p>Staff Responsible for Monitoring: Campus counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: DHS will offer face to face dual credit mathematics courses with an on-campus instructor to facilitate learning.</p> <p>Strategy's Expected Result/Impact: More students taking and passing dual credit math</p> <p>Staff Responsible for Monitoring: Mathematics instructor</p> <p>Title I Schoolwide Elements: 2.5 - Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR Board Outcome Goal - The percentage of graduates who meet the criteria for CCMR will increase from 78% to 100% by August 2025.

Performance Objective 2: The percent of graduates who earn an industry certification will increase from 20% to 40% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: DHS will continue offering both dual credit pathways and elective courses which are eligible for industry certification upon successful completion.</p> <p>Strategy's Expected Result/Impact: More students receiving industry certifications</p> <p>Staff Responsible for Monitoring: CTE instructors and campus counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Funding Sources: - CTE - Perkins Grant - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: DHS will offer face to face dual credit welding courses with an on-campus instructor to facilitate learning.</p> <p>Strategy's Expected Result/Impact: More students taking and passing dual credit welding/receiving welding certification</p> <p>Staff Responsible for Monitoring: Welding instructor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: DISD Educational Community Board Outcome Goal - De Leon ISD will strive for excellence in education by providing qualified staff, safe educational facilities and by working in partnership with parents and community to create a learning community dedicated to building respectful and responsible citizens.

Performance Objective 1: De Leon ISD will attract qualified staff who will engage in ongoing professional development in order to promote student performance, which exceeds state averages and prepares students for success in life.





Evaluation Data Sources: STAAR/EOC Results, TAPR Data, Campus Assessments; Employment Recommendations from Campus Principals to fill all open positions, District documents for employment; TxEIS/all Ascender Attendance Reports, Dropout Reports; Training sign-in sheets, Certificates; The implementation of all district initiatives involving technology, facilities, maintenance, and management will document success.

Strategy 1 Details	Reviews			
<p>Strategy 1: By 2022-23, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics: Frequent screening of indicators of Academic success; STAR Reading, NWEA MAP, ESGI, Study Island, teacher use of Eduphoria, Texas Gateway, USA Test Prep, TPRI, and Interim Assessments. Decrease time to initiate use. Annual benchmarks in all subjects.</p> <p>Staff Responsible for Monitoring: Campus principals and teachers</p> <p>Funding Sources: - Title VI Rural & Low Income - \$10,000, - Local - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By 2022-23, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics: Campus Interventions to increase Student success. (Ex. New RTI instructors, appropriate curriculum, new technology available to students and teachers, Eduphoria)</p> <p>Staff Responsible for Monitoring: Campus principals and teachers</p> <p>Funding Sources: - Local - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: By 2022-23, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics: Transition meetings, Collaboration horizontally and vertically; After School Programs/Tutorials for At-Risk, Students in Need of Assistance.</p> <p>Staff Responsible for Monitoring: Campus principals and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By 2022-23, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics: Teachers and students will receive the resources needed to promote better outcomes for students in the classroom.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus principals and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments: Frequent screening of indicators of Academic success; ex: STAAR Benchmarks, Teacher Use of Eduphoria, Texas Gateway, TELPAS, TPRI, NWEA MAP, USA Test Prep, Interim Assessments.</p> <p>Staff Responsible for Monitoring: Campus principals and teachers</p> <p>Funding Sources: - Title VI Rural & Low Income - \$10,000, - Local - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments: Campus Interventions to increase Student success. (Ex. Counseling, Referrals, RTI, Appropriate curriculum, Eduphoria, Flex Period, Learning Labs)</p> <p>Funding Sources: - Local - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments: Transition meetings, Collaboration horizontally and vertically, Tutorials for At-Risk, Students in Need of Assistance</p> <p>Staff Responsible for Monitoring: Campus principals and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments: Plan supplemental opportunities for G/T</p> <p>Staff Responsible for Monitoring: Campus principals, counselors and teachers</p> <p>Funding Sources: - Local - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments: CTE - Continue providing and expanding, where possible, CTE opportunities for students.</p> <p>Staff Responsible for Monitoring: Campus principals, counselors and teachers</p> <p>Funding Sources: - CTE - Perkins Grant - \$5,606</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 10 Details	Reviews			
<p>Strategy 10: DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments: Fund supplemental academic and support programs on campuses that meet Title I qualification (40% and above low socioeconomic status).</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, and Federal Programs Director</p> <p>Funding Sources: - Title I-A - \$168,641</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments: Provide highly trained professionals to offer support in targeted academic subjects for students who are coded as at risk according to state guidelines.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, and Federal Programs Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments: Evaluate and modify district regular and special population programs through utilization of assessment data. A professional team will review special education performance and recommend program changes as needed.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, and Special Ed Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: The administration will ensure 100% of the professional staff is highly trained: De Leon ISD will recruit and retain high quality staff for the instruction of students, for support personnel and student/ teacher support services.</p> <p>Staff Responsible for Monitoring: Superintendent and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: The administration will ensure 100% of the professional staff is highly trained: Attend University Job Fairs as needed</p> <p>Staff Responsible for Monitoring: Superintendent and principals</p> <p>Funding Sources: - Local - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: The administration will ensure 100% of the professional staff is highly trained: As required in TEC 21.451 on staff development, all campuses in the district will include content specific training, RTI, Differentiation, Vertical Alignment, Student Motivation, Technology training, training in Conflict resolution, Discipline strategies, Valuing Parents, Positive behavioral support.(Ex. Eduphoria, TMSDS, Study Island, STARR/EOC standards, Ruby Payne, etc)</p> <p>Staff Responsible for Monitoring: Principals, technology director, ESC14</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
Strategy 16: DISD will promote increased student attendance rates to a level at or above 98%: Staff Responsible for Monitoring: Superintendent, campus principals and staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: DISD will promote high academic achievement for all students: De Leon ISD will provide information and counseling to students concerning career pathways: Staff Responsible for Monitoring: Counselors, Campus Principals, Staff, Family Consumer Science Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: DISD will promote high academic achievement for all students: De Leon ISD will provide information and counseling to students concerning career pathways: DISD will offer dual credit classes to high school students Funding Sources: - Local - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: DISD will promote high academic achievement for all students: DISD will provide remediation help to struggling students. Staff Responsible for Monitoring: Campus principals and teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Technology integration training will be an annual focus for both the district and campus improvement committees: The Technology Coordinator, and campus technology support staff will provide technical assistance to the staff. Staff Responsible for Monitoring: Technology Coordinator, Tech Specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: Technology integration training will be an annual focus for both the district and campus improvement committees: Implementation of an integrated technology plan. Staff Responsible for Monitoring: Technology Coordinator, Principals, Teachers, Parents	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22 Details	Reviews			
Strategy 22: Technology integration training will be an annual focus for both the district and campus improvement committees: Contract with ESC14 and/or 3rd party vendors to assist with Federal Programs, training needs of teachers, administrators, staff. Staff Responsible for Monitoring: Superintendent, Principals, Technology Coordinator, Central Office Staff Funding Sources: - Local - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 23 Details	Reviews			
<p>Strategy 23: DISD's systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational structures: Monitor and upgrade hardware that supports the LAN/WAN infrastructure.</p> <p>Staff Responsible for Monitoring: Technology Coordinator, Tech Specialists</p> <p>Funding Sources: - ERate - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24 Details	Reviews			
<p>Strategy 24: DISD's systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational structures: Replace oldest hardware at a 25% annual rate. (Particularly needing money for Mac books, projectors, document cameras)</p> <p>Staff Responsible for Monitoring: Technology Coordinator, Technology Specialists</p> <p>Funding Sources: - Local - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25 Details	Reviews			
<p>Strategy 25: DISD's systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational structures: Staff will receive necessary training to manage employees, equipment, and programs.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, Maintenance supervisor, Transportation director, Technology Coordinator, , Technology Specialists</p> <p>Funding Sources: - Local - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 26 Details	Reviews			
<p>Strategy 26: DISD's systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational structures: Staff will receive the resources needed to support and enhance the district's educational and operational structures.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, Maintenance supervisor, Transportation director, Technology Coordinator, , Technology Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: DISD Educational Community Board Outcome Goal - De Leon ISD will strive for excellence in education by providing qualified staff, safe educational facilities and by working in partnership with parents and community to create a learning community dedicated to building respectful and responsible citizens.

Performance Objective 2: De Leon ISD will develop a partnership with parents and community to build a community of learners.





Strategy 1 Details	Reviews			
Strategy 1: DISD will collaborate efforts with parents/guardians to increase student learning and success: Publicize meetings and encourage public attendance. Staff Responsible for Monitoring: Superintendent, Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: DISD will collaborate efforts with parents/guardians to increase student learning and success: Utilize the DISD district, campus, and administrative web pages, and School Messenger to foster and increase communications with parents and the community. Staff Responsible for Monitoring: Superintendent, Campus Principals, Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: DISD will collaborate efforts with parents/guardians to increase student learning and success: Provide all interested parents with access to Ascender Parent Portal so they can monitor their student's grades and attendance daily. Staff Responsible for Monitoring: Principals, Counselors, Technology personnel	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: DISD will collaborate efforts with parents/guardians to increase student learning and success: Attend parent involvement training meeting and implement new strategies upon return. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: DISD will collaborate efforts with parents/guardians to increase student learning and success: Annual Title I meeting at each Title I campus Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: DISD will collaborate efforts with parents/guardians to increase student learning and success: Provide opportunities for parents to be trained in options for their students education (Pre-K, Head Start, retention, etc). Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: DISD Educational Community Board Outcome Goal - De Leon ISD will strive for excellence in education by providing qualified staff, safe educational facilities and by working in partnership with parents and community to create a learning community dedicated to building respectful and responsible citizens.

Performance Objective 3: De Leon ISD will provide resources and facilities that enhance learning in a safe environment.

Evaluation Data Sources: Safe and Drug Free Schools, Campus Reports

Strategy 1 Details	Reviews			
Strategy 1: Security will be increased for the safety of all stakeholders at DISD: Safe visitor protocol Staff Responsible for Monitoring: Campus administration and staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Security will be increased for the safety of all stakeholders at DISD: Safety Drills for emergency preparedness as required to meet or exceed state requirements Staff Responsible for Monitoring: Campus administration and superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Security will be increased for the safety of all stakeholders at DISD: Maintain local law enforcement relationship Staff Responsible for Monitoring: Campus administration and superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Security will be increased for the safety of all stakeholders at DISD: Hold students to high expectations for behavior and performance Staff Responsible for Monitoring: Campus administration and staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Security will be increased for the safety of all stakeholders at DISD: Safety Audits as required Staff Responsible for Monitoring: Superintendent and Maintenance Director Funding Sources: - Local - \$1,800	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Security will be increased for the safety of all stakeholders at DISD: Monitor bullying and Internet safety incidents Staff Responsible for Monitoring: Principals, Counselors, Network Admins, ESC14 Trainers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Security will be increased for the safety of all stakeholders at DISD: New construction at DES campus with updated safety and security measures. Staff Responsible for Monitoring: District Administration, Elementary administration and faculty.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Security will be increased for the safety of all stakeholders at DISD: Development of: * School safety plan * Student Safety plan * Bullying programs and procedures for reporting and addressing * Teen Dating Violence programs and procedures for reporting and addressing Staff Responsible for Monitoring: Chuck Miller, District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: De Leon ISD will provide resources and facilities that enhance learning in a safe environment: Incentives will be provided to all students in order to increase motivation and result in academic growth. Staff Responsible for Monitoring: Campus administrators and staff Funding Sources: - Local - \$750	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: De Leon ISD will provide resources and facilities that enhance learning in a safe environment: Implementation of a Trauma-Informed Care Policy and Training for district faculty/staff. Strategy's Expected Result/Impact: Increased support for students affected by trauma or grief. Reduced threat to individuals, the school and community by recognizing harmful, threatening or violent behavior. Staff Responsible for Monitoring: District/Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611200XXX824000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$700.00
19911611900XXX824000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$447,553.00
19911612200XXX824000	6122 Salaries or Wages for Substitute Support Personnel	\$1,000.00
19911612900XXX824000	6129 Salaries or Wages for Support Personnel	\$214,636.00
19911614100XXX824000	6141 Social Security/Medicare	\$8,873.00
19911614200XXX824000	6142 Group Health and Life Insurance	\$18,011.00
19911614300XXX824000	6143 Workers' Compensation	\$3,142.00
19911614400XXX824000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$48,823.00
19911614500XXX824000	6145 Unemployment Compensation	\$444.00
19911614600XXX824000	6146 Teacher Retirement/TRS Care	\$15,753.00
6100 Subtotal:		\$758,935.00
6200 Professional and Contracted Services		
19911621900XXX824000	6219 Professional Services	\$750.00
19911623900XXX824000	6239 ESC Services	\$350.00
19911629900XXX824000	6299 Miscellaneous Contracted Services	\$500.00
6200 Subtotal:		\$1,600.00
6300 Supplies and Services		
19911639900XXX824000	6399 General Supplies	\$750.00
6300 Subtotal:		\$750.00

District Funding Summary

CTE - Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$1,000.00
4	1	9			\$5,606.00
Sub-Total					\$6,606.00
ERate					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	23			\$12,000.00
Sub-Total					\$12,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Test registration fees and remediation curriculum		\$6,000.00
4	1	1			\$12,000.00
4	1	2			\$4,000.00
4	1	5			\$12,000.00
4	1	6			\$4,000.00
4	1	8			\$1,000.00
4	1	14			\$500.00
4	1	18			\$15,000.00
4	1	22			\$5,000.00
4	1	24			\$20,000.00
4	1	25			\$20,000.00
4	3	5			\$1,800.00
4	3	9			\$750.00
Sub-Total					\$102,050.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	10			\$168,641.00

Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$168,641.00
Title VI Rural & Low Income					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$10,000.00
4	1	5			\$10,000.00
Sub-Total					\$20,000.00
Grand Total					\$309,297.00