

Point Isabel Independent School District

Derry Elementary



Campus Improvement Plan

2008 - 2009

**Derry Elementary School Instructional Staff
2008 - 2009**

3rd Grade

Melba Barreiro
Angelica Escamilla
Sara Garza
Guadalupe Gonzalez
Sandra Paredes
Elvia Rivera
Dora Sandoval
Lucy Vega
George Villarreal
Victoria West

4th Grade

Jesus Orta
Martha Estes
Sheila Garcia
Natalie Gonzalez
Andrew Le Blanc
Jessica Salazar
Erika Villarreal
Susan Marie Wenner

5th Grade

Mari Alvarez
Beth Bomarito
Alicia Espinosa
Aliza Garcia
Maggie Gonzalez
Debra Kagle
Lisa Lukas
Corinne Spellane
Sara Stumabugh
Maribel Valdez

Paraprofessional

Ana Maria Gonzalez
Isabel Gorhman
Norma Guerrero
Yolanda Gonzalez
Beatriz Delgado
Jesus Quezada

Physical Education

Joe Martinez
Craig Smith

Fine Arts

Maria Ramon

Special Education

Cynthia Barrera
Beatrice Mendoza
Linda Poovey
Clarissa Zamora

Literacy

Janet Schnabl

4th/5th Grade Oral Language Development

Sonia Harry

Gifted and Talented

Susie Houston

Support Staff

Administrators

Ana Holland, Principal
Jennifer Stumbaugh, Asst. Principal

Counselor

Dolly Zimmerman

Librarian

Teresa Ochoa

Parent Liaison

Patricia Martinez

Custodians

Bernie Mota
Jose Espinoza
Ester Hernandez

Office Secretary

Mary Lou Salinas

PEIMS Clerk/Attendance

Alma Vela

Office Clerk/ISS

Bettina Garza

Nurse's Aide

Gracie Galvan

**Derry Elementary Site Based Decision Making Committee
2007 - 2008**

Ana Holland	Principal
Dolly Zimmerman	Counselor
Susie Houston	3rd Grade
Natalie Gonzalez	4th Grade/Gifted and Talented
Sara Stumbaugh	5th Grade
Scott Hausler	Special Education
Norma Guerrero	Para Educator
Sonia Harry	3rd – 5th Grades/Bilingual
Dora Sandoval	3rd Grade/Gifted and Talented
Debbie Hernandez	District Member
Joe Vega	Community Member
Debbie Camacho	Business Member
Perla Torres	Parent

**Derry Elementary Site Based Decision Making Committee
2008 - 2009**

Ana Holland	Principal
Jennifer Stumbaugh	Assistant Principal
Dolly Zimmerman	Counselor
Angie Escamilla	3rd Grade
Natalie Gonzalez	4th Grade/Gifted and Talented
Maribel Valdez	5th Grade
Cynthia Barrera	Special Education
Patricia Martinez	Para Educator
Sonia Harry	3rd – 5th Grades/Bilingual
Susie Houston	3rd Grade/Gifted and Talented
Debbie Hernandez	District Member
Emily Galvan	Community Member
Debbie Camacho	Business Member
Rebecca Peabody	Parent

**Derry Elementary School
Campus Improvement Plan
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Point Isabel Independent School District Mission Statement

The mission of the Point Isabel Independent School District is to produce graduates who have mastered the academic skills and developed the strong moral and ethical values necessary for success at the next level of life's experience, and to provide customized, positive real - working learning experiences by capitalizing on our precious Laguna Madre environment, unparalleled facilities, and an exemplary tourist oriented tax base.

Derry Elementary School Mission Statement

"Developing the Essential Academic Skills of All Students"

The mission of the administration, faculty, staff, students, parents and the community of Derry Elementary School is to provide quality education in a safe and positive learning environment that welcomes and encourages parental/community involvement and is conducive to creating productive thinkers who can excel academically, socially and emotionally.

Additionally, our mission is to produce responsible, well rounded students who are capable of:

1. thinking independently;
2. communicating effectively;
3. pursuing a secondary education; and
4. succeeding in a competitive, multi-cultural, multi-lingual world unifying school, home and community commitment to excellence in education, and by providing equal educational opportunities for all students.

Derry Elementary School Philosophy

We believe that all children can learn and that all students will achieve the success necessary to become productive citizens. We believe that a positive school climate, a strong instructional program, and parental involvement and support are essential for student achievement. Derry Elementary School is committed to achievement and success for all students.

Derry Elementary Belief Statements

We believe that:

1. The development of basic academic skills is essential to success in life.
2. All individuals are capable of learning.
3. All individuals are created with equal worth and deserve to be treated with dignity and respect.
4. Individuals are responsible for their actions.
5. Positive beliefs yield positive results.
6. Parental involvement is essential to an organization's success.

**Campus Motto:
Educating the Thinkers of Tomorrow**

DISTRICT STRATEGIC PLAN GOALS

- I. Student Achievement
- II. Technology
- III. Community Involvement
- IV. Parental Involvement
- V. Maintenance, Facilities and Transportation

DERRY ELEMENTARY SCHOOL

Needs Assessment/Assessment Analysis

“Developing the Essential Academic Skills of All Students”

The yearly needs assessment survey and analysis of state and campus assessments indicated the following top priority areas for Derry Elementary.

On-going staff development in the following areas is needed throughout the school year to address the areas of concern in TEKS instruction:

1. Science
2. Math
 - a. Problem Solving
 - b. Basic Skill Computation
3. Special Populations
 - a. Bilingual
 - b. Special Education
 - c. LEP
4. Math-Problem Solving
5. Language Arts – Reading, English, Writing
6. Social Studies

ON-GOING STAFF DEVELOPMENT AND INITIATIVES

2008 – 2009

- **Curriculum**
 - **C – Scope Department Planning Sessions each six weeks**
 - **TAKS Assessment Analysis for all subjects**
 - **Conference opportunities for various departments**
 - *Compass Learning*
 - *Brain Pops*
- **Science**
 - **Open Court Science Supplemental**
 - **TAKS Scope**
- **Math**
 - **MacMillan – Mc Graw - Hill**
- **Bilingual Education Program**
 - **Leveled Reader**
 - **Open Court Complete Reading Program**
- **Special Education Program**
 - **Strategies for the Inclusion Student**
 - **Intensive Interventions for at – risk and special needs students (Failure Free Reading/STAR Math/STAR Reading)**
 - **Addressing the Special Needs Bilingual Learner**
 - **ESPED for Special Education teachers**
 - **RTI for all teachers**
- **Language Arts**
 - **Dr. Ramirez – TAKS Reading Strategies**
 - **Lexia**
 - **Bill Mc Donald – Writing Strategies**
- **Non-Violent Crisis Intervention**
 - *Champs*

DERRY ELEMENTARY SCHOOL

A TEA Recognized School District

GRADES 3-5	2003-2004	2004-2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009 (Projected Scores)
THIRD GRADE						
READING	95	89	92	93	90	95
MATH	93	80	77	76	73	90
FOURTH GRADE						
READING	86	77	83	85	77	90
MATH	89	81	86	81	85	90
WRITING	97	90	92	90	93	95
FIFTH GRADE						
READING	63	70	81	90	96	97
MATH	74	70	84	95	95	97
SCIENCE	58	53	60	83	84	90
ATTENDANCE						
End of Year Percentages	97.96	97.9	97.82	97.	97.6	98.0

**CAMPUS IMPROVEMENT PLAN
Derry Elementary School 2008-2009**

Basic Skill Area: Reading

PI-ISD Strategy : Student Achievement – Objective 4: Annually review, revise, and align the curriculum as needed

CAMPUS GOAL: 90% of all students will meet and exceed the standard in the area of reading in the 2009 TAKS/TELPAS and diagnostic assessments.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Each grade level will meet with other grade levels once per year to discuss curriculum realignment	Principal, Asst. Principal, Teachers (3-5)	Communication, timeline	January 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Agenda, sign-in sheets and minutes from the meeting	copy of realigned curriculum Increased TAKS/TELPAS scores
2. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum	Principal, Asst. Principal, Teachers	C- Scope curriculum, additional instructional resources	August 2008 – April 2009 – once per six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and Sign In sheets	Increase in TAKS/TELPAS scores
3. Students will be required to accumulate a designated number of Accelerated Reader points per month.	Teachers (grades 3-5), Librarian, Literacy Teacher	AR books, purchase additional AR Tests/Book It	Last day of the month Accelerated Reader Points will be checked	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson plans, Accelerated Reader Points, Grade Books observations	Increased TAKS/TELPAS Scores, increased AR points
4. Students will be required to complete a book report/project on a chapter book twice per semester.	Teachers (grades 3-5), Librarian, Literacy Teacher	Chapter Books	Twice per semester – December 2008/May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Book Reports/ Projects	Increased TAKS/TELPAS Scores, increased AR points
5. Each grade level will incorporate the DMR Language Arts Framework in weekly lesson plans	Teachers (grades 3-5), Librarian, Literacy Teacher	Master copy of framework, Reader’s Theatre scripts, copy of DMR materials	August 2008 – May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson plans/ observations	Increased TAKS/TELPAS Scores

Basic Skill Area: Writing

PI-ISD Strategy: Student Achievement – Objective 4: Annually review, revise, and align the curriculum as needed

CAMPUS GOAL: 95% of all students will exceed the standard in the area of writing in the 2009 TAKS/ TELPAS and Diagnostic Assessments.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Writing guidelines will be used across the grade levels.	Principal, Asst. Principal, Teachers (3-5)	Staff Development	August 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	All students will use appropriate format on compositions	Increased TAKS/TELPAS Writing scores
2. Students will enter essay contests sponsored by the school	Principal, Asst. Principal, Teachers (3-5)	Contest Rules and guidelines, awards	Spring 2009	GT, Sp., Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Contest rules	Completed Essays and winners list
3. Students will respond in writing to non – fiction reading, ie current events	Principal, Asst. Principal, Teachers (3-5)	Newspapers, Weekly Readers and periodicals	Three times a six weeks (minimum) August 2008 – May 2009	GT, Sp., Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Writing samples; journals	Increased TAKS/ TELPAS scores in writing
4. Students will produce writing samples that reflect an integrated curriculum, i.e. Math, Science and Social Studies	Principal, Asst. Principal, Teachers (3-5)	Journals	Three times a six weeks – August 2008 – May 2009	GT, Sp., Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Journals TOP Samples	Essay assessments, research papers, increased composite scores on TAKS/TELPAS writing compositions
5. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum	Principal, Asst. Principal, Teachers	C- Scope curriculum, additional instructional resources	August 2008 – April 2009 – once per six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and Sign In sheets	Increase in TAKS/ TELPAS scores

Basic Skill Area: Mathematics

PI-ISD Strategy: Student Achievement – Objective 4: Annually review, revise, and align the curriculum as needed

CAMPUS GOAL: 90% of all students will exceed the state standard in the area of math in the 2009 TAKS and diagnostic assessments.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation	
					Formative	Summative
1. Teachers will incorporate measurement activities beyond regular curriculum in class	Principal, Asst. Principal, Teachers (3-5)	Metric and customary measuring tools	September, November, December 2008 – February, April and May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans, walk throughs	Observations Increased TAKS scores in math and science
2. Each grade level will meet with other grade levels once per semester to discuss curriculum realignment	Principal, Asst. Principal, Teachers (3-5)	Communication, timelines, curriculum	Fall 2008 and Spring 2009 (twice yearly)	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Agenda, sign in sheets, and minutes from the meeting	realigned curriculum Increased TAKS scores in math
3. Saxon and C – Scope to be used as a supplement to enhance mastery of math skills with TESCCC lessons and Mac Millan – Mc Graw Hill	Principal, Asst. Principal, Teachers (3-5)	Timelines and curriculum guides and supplemental math materials – TESCCC, Mentoring Minds, Lone Star, Math Investigations, Mac Millan – Mc Graw Hill	August 2008 and February 2009 – each six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Agenda, timelines, sign in sheets	realigned curriculum Increased TAKS scores in math
4. Each grade level math teachers will meet weekly to discuss strategies, supplemental math materials and lesson plans	Principal, Asst. Principal, Teachers (3-5)	Supplemental materials	August 2008 – May 2009 bi – weekly	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Agenda, timelines, sign in sheets	realigned curriculum Increased TAKS scores in math
5. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum	Principal, Asst. Principal, Teachers	C- Scope curriculum, additional instructional resources	August 2008 – April 2009 – once per six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and Sign In sheets	Increase in TAKS/ TELPAS scores

Basic Skill Area: Science

PI-ISD Strategy: Student Achievement – Objective 4: Annually review, revise, and align the curriculum as needed

CAMPUS GOAL: 90% of all students will exceed the standard in the area of science in the 2009 TAKS/ Diagnostic Assessments.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Participate in Hurricane Study Unit at grades 3 – 4	Principal, Asst. Principal, Teachers (3 – 4)	Speakers, Hurricane tracking maps and the curriculum provided by Channel 5	September 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson plans, student products	end of unit evaluation
2. Continue with collaboration with science experts in the development of science labs and enhancement of science instruction	Principal, Asst. Principal, grade 3 – 5 teachers	science experts \$750 consultant fee /video conferencing activities	August and October 2008	GT, Sp. Ed., Title 1, Bilingual, St-Risk, 504, Dyslexia, Migrant Ed.	In-service documents and log, increased scores on Science diagnostic assessments	Increased TAKS Science Assessment
3. Provide Mike Chuca SOS guide to 3 rd - 5 th grade students and enhance into an interactive guide	3 rd - 5 th Grade Teachers, Principal, Asst. Principal	SOS guides,	Fall 2008	GT, Sp. Ed., Title 1, Bilingual, St-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and student products	Increased TAKS Science Assessment
4. Incorporate AIMS/TAKS Scope/Open Court Interactive programs activities into instruction	3 rd – 5 th grade teachers	AIMS binders for each grade level, OpenCourt Interactive Programs and TAKS Scope	August 2008 – May 2009	GT, Sp. Ed., Title 1, Bilingual, St-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and observations	Increased TAKS Science Assessment
5. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum	Principal, Asst. Principal, Teachers	C- Scope curriculum, additional instructional resources	August 2008 – April 2009 – once per six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and Sign In sheets	Increase in TAKS/ TELPAS scores

Basic Skill Area: Social Studies

PI-ISD Strategy: Student Achievement – Objective 4: Annually review, revise, and align the curriculum as needed

CAMPUS GOAL: 95% of all students will pass social studies at the end of the school year.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Students will participate in a historical figure presentation	Principal, Asst. Principal, Home visitor, Teachers (3-5), Counselor, Parents	Biographies, Presentation boards, computers, Internet access	May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Student and parent participation; presentation boards	Historical Figure Presentations Increased scores on diagnostic assessments
2. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum	Principal, Asst. Principal, Teachers	C- Scope curriculum, additional instructional resources	August 2008 – April 2009 – once per six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and Sign In sheets	Increase in TAKS/ TELPAS scores

Basic Skill Area: Special Education

PI-ISD Strategy: Student Achievement – Objective 5: Provide intentional intervention and evaluation of student academic progress (Special Education and Limited English Proficient)

CAMPUS GOAL: 90% of all students will meet their IEP and ARD Achievement Goal in the 2009 TAKS ALT/TAKS A/TAKS – M/Diagnostic Assessments.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Review TAKS – A, TAKS - M and TAKS ALT objectives and instructional strategies per six weeks during department meetings	Principal, Asst Principal, Special Education teachers, Teachers(3-5), Parents	TAKS – A/ALT/M Objectives	Each six weeks September, October and November 2008 and February, April and May 2009	Special Education, 504, Title I, Dyslexia, Migrant, At-Risk, bilingual	Lesson plans, sign – in sheets, agendas, working IEPs	Increased TAKS ALT/I/M results for our Special needs students
2. Enhance the dyslexia program with various interventional strategies for dyslexic students	Principal, Asst Principal, Special Education teachers and Dyslexia paraprofessional	Failure Free Reading STAR Reading Dyslexia staff development	September 2008 – May 2009 depending 504 minutes	Special Education, 504, Title I, Dyslexia, Migrant, At-Risk, bilingual	Increased diagnostic assessments and fluency	Increased TELPAS/ TAKS – I/M/Alt results
3. Group students by ability level Resource classes	Principal, Asst Principal, Special Education teachers, teachers(3-5)	TAKS – ALT/A/M Results, IEPs, Evaluations – leveled materials, group administered reading, writing, math screenings	August 2008 – Monitor each Six Weeks	Special Education, 504, Title I, Dyslexia, Migrant, At-Risk, bilingual	Increased diagnostic assessments	Increased TELPAS/ TAKS, TAKS – I/M/Alt results

Basic Skill Area: Special Education

PI-ISD Strategy: Student Achievement – Objective 5: Provide intentional intervention and evaluation of student academic progress (Special Education and Limited English Proficient)

CAMPUS GOAL: 100% of all students will meet their IEP and ARD Achievement Goal in the 2009 TAKS ALT/TAKS A/TAKS – M/Diagnostic Assessments.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
4. Paraprofessional per grade level to provide inclusion support and an additional paraprofessional for inclusion support for special needs students	Principal, Asst Principal, Special Education teachers, teachers(3-5)	Results, IEPs, Evaluations – leveled materials	August 2008	Special Education, 504, Title I, Dyslexia, Migrant, At-Risk, bilingual	Increased diagnostic assessments	Increased TAKS – I/M/Alt TELPAS/ TAKS results
5. Phonics Instruction for grades 3 – 5 with a writing curriculum for the special needs student	Principal, Asst Principal, Special Education teachers, teachers(3-5)	Writing Program, training and if needed substitutes	August 2008 – May 2009; as scheduled	Special Education, 504, Title I, Dyslexia, Migrant, At-Risk, bilingual	Increased diagnostic assessments	Increased TAKS – I/M/Alt TELPAS/ TAKS results
6. Special Education teachers will meet with each grade level once per six weeks to review and align instruction materials with newly released C – Scope curriculum	Principal, Asst. Principal, Teachers	C- Scope curriculum, additional instructional resources	August 2008 – April 2009 – once per six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and Sign In sheets	Increase in TAKS/ TELPAS scores
7. Provide intensive interventions for at –risk students prior to referral to special education – RTI	Principal, Asst Principal, Special Education teachers, teachers(3-5), support teachers	Various supplemental programs – Open Court, Saxon Math, STAR Math, STAR Reading, Failure Free Reading	August 2008 – May 2009 – pending SEAT referrals and report card results	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed	Lesson plans, six weeks grades, tutoring attendance and lesson plans	Increase in TAKS/TELP AS scores
8. Bilingual students will be supported by special education/bilingual teachers	Principal, Asst Principal, Special Education teachers, teachers(3-5), support teachers	Various supplemental programs – Open Court, Saxon Math	August 2008 – May 2009 – as per IEP time allotments	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed	Lesson plans, six weeks grades, tutoring attendance and lesson plans	Increase in TAKS/TELP AS scores

Basic Skill Area: Bilingual Education

PI-ISD Strategy: Student Achievement – Objective 5: Provide intentional intervention and evaluation of student academic progress (Special Education and Limited English Proficient)

CAMPUS GOAL: 100% or more of students in Bilingual Education will gain at least one English level per year in the 2009 TELPAS.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Derry counselor and teacher will discuss different cultural differences with all students	Principal, Asst Principal, Teachers(3-5), Parents, counselor	Schedule/topics and materials	September, October, November and December 2008 – January, February, March and April May 2009 - Monthly	Special Education, 504, Title I, Dyslexia, Migrant, At-Risk, bilingual	Collaboration among bilingual and non-bilingual students	Improved self-esteem
2. Bilingual students will be taught according to the time and guidelines set by the district	Principal, Assistant Principal, and bilingual Teachers	District time and plan	Each six weeks September, November, December 2008, and February, April and May 2009	Special Education, 504, Title I, Dyslexia, Migrant, At-Risk, bilingual	Lesson Plans	Increased TELPAS, TAKS IPT scores
3. Bilingual students who did not participate in the early transition model and are still struggling with reading will receive ½ day intensive oral language development instruction through Open Court in English and Spanish and an enhanced Spanish and English classroom library.	Principal, Assistant Principal, Oral Language Development teacher for 3 rd grade students and Oral Language Development teacher for 4 th and 5 th grade students and bilingual Teachers	Open Court materials and schedule, IPT assessments, increased Spanish and English literature	Fall and Spring Semester – August 2008 – May 2009	Special Education, 504, Title I, Dyslexia, Migrant, At-Risk, bilingual	Lesson plans and walk throughs	Increased TELPAS, TAKS IPT scores
4. Open Court Complete Reading Program for the English Language Learners (3 rd and 5 th)	Principal, Assistant Principal and bilingual teachers	Writing Program, training and possible substitutes	August 2008 – May 2009 as scheduled	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and Walk throughs	Increased TELPAS, TAKS and IPT score

Basic Skill Area: Bilingual Education

PI-ISD Strategy: Student Achievement – Objective 5: Provide intentional intervention and evaluation of student academic progress (Special Education and Limited English Proficient)

CAMPUS GOAL: 100% or more of students in Bilingual Education will gain at least one English level per year in the 2009 TELPAS.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
5. Language support in Science using Spanish	Principal, Assistant Principal and bilingual teachers	Science Language Support Videos; SRA Snap Shots, Video Science	August 2008 – May 2009 as scheduled	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans/Walk Through	Increased TELPAS, TAKS and IPT score

Basic Skill Area: Fine Arts

PI-ISD Strategy: Student Achievement – Objective 4: Annually review, revise, and align the curriculum

CAMPUS GOAL: 100% of the students will participate in music instruction.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Students will participate in a karaoke session twice per semester	Music teacher, Group participation	Karaoke machine and CDs	August 2008 – May 2009 – twice per semester	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	increased numbers in students trying out for choir	Talent Show
2. Music teacher will collaborate with classroom teachers once per six weeks to plan for the incorporation of core area TEKS into the music instruction, such as: multiplication facts, states and capitols	Music Teacher, Principal and Assistant Principal, teachers (grades 3 – 5)	Lesson Plans – grade level lesson plans, timelines and TESCCC	September 2008 – May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans, sign in sheets	Increased TAKS/ TELPAS scores
3. Each grade level will participate in a fall or spring performance	Music Teacher, Principal and Assistant Principal, teachers (grades 3 – 5)	Assorted supplies and materials for props and sets	November/December 2008 and May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans	Performances

Basic Skill Area: Physical Education

PI-ISD Strategy: Student Achievement – Objective 4: Annually review, revise, and align the curriculum

CAMPUS GOAL: 100% of the students will understand the benefits of physical fitness as a contributing factor to a healthy lifestyle through a variety of fitness activities, competitive sports, and lifetime sports.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Physical Education teachers will collaborate with classroom teachers once per six weeks to plan for the incorporation of core area TEKS into the physical education instruction.	Teachers (3-5), Coaches	Campus P.E. equipment	August 2008 – May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Sign in sheets from grade level meetings, lesson plans	Increased TAKS math, reading and writing scores
2. Fifth Grade students will be taught with the Teen Aid Curriculum through health and counseling classes	Coaches and Counselor	Teen Aide Curriculum	August 2008 – May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Increase student awareness of physical maturity, decrease behavior problems	Decrease in discipline referrals
3. Parent – Child Fitness Program (10 mile club)	Coaches, parents and students	Paper	October – December 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Sign in sheets	Increased number of students obtaining the Presidential Fitness Award

Basic Skill Area: Technology

PI-ISD Strategy: Technology: Objective 1 Ensure that 100% of the district – wide technology equipment will be upgraded by the 2011 – 2012 school year as determined by a comparison of the yearly technology inventory.

CAMPUS GOAL: 100% of all students will show mastery in the TEKS technology skills appropriate to their grade level in the 2009 Diagnostic Assessments.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Students will spend minimum of 1.5 hours per week in computer assisted instruction	Principal, Asst. Principal, Teachers (3-5), librarian and Project PUENTE	Computers hardware and software; COWS	August 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Class computer schedule, computer lab schedule and Program implementation logs	increased TAKS/SDAA/ TELPAS results
2. Increase portable wireless mutli – media center for each grade level by one	Principal, Asst. Principal, Teachers (3-5), technologist	Cart, laptop, wireless capabilities, projector \$5,000	October 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans	Increased TAKS/SDAA/ TELPAS scores
3. Additional assistance in managing and maintaining the computer lab and implementing TEKS instruction	Principal, Asst. Principal, Teachers (3-5), technology lab teacher	Para professional and salary - \$11,000, upgraded computers and colored printer for the lab	October 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson Plans and Computer Lab schedule	Increased TAKS/SDAA/ TELPAS results
4. Students will produce products to enter campus, district and state technology competitions.	Principal, Asst. Principal, Teachers (3-5), technologist	Computers hardware and software; COWS	December 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Class computer schedule, computer lab schedule and Program implementation logs	increased TAKS/SDAA/ TELPAS results

Basic Skill Area: Staff Development

PI-ISD Strategy: Student Achievement – Objective 7: Ensure staff participates in professional learning communities (workshops and conferences)

CAMPUS GOAL: 100% of the staff development implemented will be research based and cooperatively planned focusing specifically on the identified needs of the district and the campus.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Teachers and paraprofessionals will receive training grouped according to skill level and needs in the areas based on Technology Assessment, such as: Calculator Training, Power Point, Video Editing, Projector set up, Excel and Technology skills as per Technology timeline	Principal, Asst. Principal, Teachers (3-5), and campus Technologists	Consultants, Tech coordinators, Region 1; projectors, Microsoft office (latest edition), digital cameras, disaggregated technology benchmark results that shows weakest skills to ensure groups are receiving correct instruction	August 2008 – May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Improved job performance, learner outcomes	Improved overall campus performance
2. Teachers and paraprofessionals will receive training in alternative methods and techniques of instruction to meet student’s varying abilities and styles	Principal, Asst. Principal, Teachers (3-5)	Consultants, trained district personnel, Region I	August, September, October and November 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Improved job performance, learner outcomes	Increased TAKS scores
3. Teachers and paraprofessionals will receive training to enhance and enrich Science TEKS objectives through modified strategies and techniques to prepare for TAKS with consultants such as: Mike Chuca	Principal, Asst. Principal, Teachers (3-4)	Consultants and science equipment	August, September, October, November 2008 – January, February 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Improved job performance and learner outcomes	Increased TAKS scores
4. Teachers, paraprofessionals will receive training for new math textbook adoption – MacMillan Mc Graw – Hill.	Principal, Asst. Principal, Teachers and paraprofessionals (3-5)	Consultants and math materials	August 2008 initial and support sessions throughout the year as needed	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Sign in sheets, agendas, lesson plans,	Increased TAKS scores

Basic Skill Area: Staff Development

PI-ISD Strategy: Student Achievement – Objective 7: Ensure staff participates in professional learning communities (workshops and conferences)

CAMPUS GOAL: 100% of the staff development implemented will be research based and cooperatively planned focusing specifically on the identified needs of the district and the campus.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
4. Bilingual Teachers and paraprofessionals will receive training to enhance instruction and student self-esteem	Principal, Asst. Principal, Bilingual Teachers (3-5)	Consultants, school visits, Region 1. \$4,000 (2 consortium slots)	September and November 2008 and February 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Improved job performance and lesson plans	increased scores on TAKS /TELPAS and PDAS ratings
5. Teacher collaboration sessions on timelines, lesson planning, supplemental materials, C – Scope Lessons and timelines once per six weeks	Principal, Assistant Principal, classroom teachers and auxiliary staff	C – Scope lessons, timelines, substitutes, supplemental materials	August 2008 – April 2009 – once per six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Lesson plans, sign in sheets	increased scores on TAKS /TELPAS
6. Teachers, paraprofessional, librarian, counselor will receive training on behavior/classroom management	Principal, Assistant Principal, classroom teachers and auxiliary staff	Presenters, materials	August 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	PDAS/ sign in sheets/ observations	decrease of referrals
7. Teachers and paraprofessionals will receive training to enhance their understanding new Math TEKS to ensure that all objectives are familiarized and taught and the use of additional math manipulatives to address the struggling students	Principal, Assistant Principal, teachers grades 3- 5	Consultants/teachers	August 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Agendas and sign in sheets	increased scores on TAKS /TELPAS
8. Teachers, paraprofessionals will receive training on implementing special education modifications and intensive interventions	Principal, Assistant Principal, teachers grades 3- 5	Consultants/teachers/ materials	August 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Improved job performance and learner outcomes	increased scores on TAKS /TELPAS

Basic Skill Area: Attendance

PI-ISD Strategy: Student Achievement – Objective 4: Annually review, revise, and align the curriculum as needed

CAMPUS GOAL: Student attendance rate will exceed the Derry average for 2007 - 2008.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Recess incentive for the classes with Perfect Attendance for the entire week	Principal, Assistant Principal, Appointed duty personnel, grade level teachers and PEIMS clerk	PEIMS Report, attendance thermometer by grade level in cafeteria for daily review by students	September 2008 – May 2009 – 6 th week of six weeks	GT, Sp Ed, Title I, Bilingual, At – risk, 504, Dyslexia and Migrant	Increased student attendance; weekly attendance grade level winners	Attendance records
2. Perfect Attendance Recognition Rewards and incentives	Principal, Assistant Principal, Classroom teachers (Grades 3 – 5), Office staff	list of perfect attendance students per six weeks and funds for incentives	September 2008 – June 2009 – Report Card day	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Development of positive social behavior and meaningful responsibilities	Increased student attendance
3. Every six weeks Administrator will meet with PEIMS clerk to determine which students have accumulated excessive absences and letters will be hand delivered by Parent Liaison	Assistant Principal, PEIMS Clerk and Parent Liaison	PEIMS Report and Attendance letters	September 2008 – May 2009 – 6 th week of six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Increased student attendance	Attendance records
4. Perfect Attendance incentives for the six weeks will include tardies. Students with three or more tardies during a six weeks will not be included in the six weeks incentives. Students with more than 12 tardies in a school year will not be recognized at the end of year awards.	Principal, Assistant Principal, Classroom teachers (Grades 3 – 5)	PEIMS Report, Student Handbook	August 2008 – May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Increased student attendance	Attendance records

Basic Skill Area: Discipline Management/Safe Schools

PI-ISD Strategy: Student Achievement – Objective 7: Ensure staff participates in professional learning communities (workshops and conferences)

CAMPUS GOAL: Discipline referrals will decrease by 25% for 2008 – 2009 school year.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Faculty Meetings or Staff Presentations on various topics: 1.)ADD/ADHD 2.)Conflict Resolution 3.)Anger Control 4.)Social and Emotional Needs of Students and 5.)Setting Goals for Higher Education, 6.)Violence Prevention and Intervention, Champs, Project Respect (follow counseling curriculum)	Principal, Asst. Principal, Parent Liaison, Teachers (3-5), Counselor	Handouts on various topics, paper, copier, activities during presentation	August 2008 – May 2009 at scheduled faculty meetings	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Student participation, positive school environment	increased attendance increased TAKS/SDAA results
2. All new staff members and staff members designated by the principal will attend Discipline and Classroom Management in-services and training. Maintenance in-services will be provided for experienced teachers	Principal, Asst. Principal	Staff Development Personnel and Student Code of Conduct	August 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Sign-in Sheets,	decrease number of Discipline referrals
3. All staff members will review Crisis Management Plan bi - annually	Asst. Principal, Faculty & Staff	Crisis Management Plan	August 2008 and January 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Preparedness for Crisis	Increased safety
4. Students with chronic discipline problems will be counseled on a regular basis	Principal, Assistant Principal, Counselor and Classroom Teachers Grades 3- 5, Campus Police	Counseling Materials – such as: Character Counts and Teen – Aide	Every other week throughout the school year - August 2008 – May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Schedule of counseling	Improved school climate Decrease in discipline referrals

Basic Skill Area: Discipline Management/Safe Schools

PI-ISD Strategy: Student Achievement – Objective 7: Ensure staff participates in professional learning communities (workshops and conferences)

CAMPUS GOAL: Discipline referrals will decrease by 25% for 2008 – 2009 school year.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
5. All staff will monitor hallways (stand by door) in the mornings - consistently	All Derry staff	None	Every day – August 2008– May 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Decrease in discipline problems and accidents	Improved school environment; Decrease in discipline referrals
6. Parents will be invited to supervise students during lunch and recess	Principal, Assistant Principal, Classroom Teachers Grades 3- 5, Parents	Paper –for invitations for parents and phone calls	Minimum of once per six weeks – August 2008 – may 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Decrease in discipline problems	Improved safety; Decrease in discipline referrals
7. All staff will be trained in Crisis Prevention Intervention strategies (cyclical rotation)	Principal, Assistant Principal, Classroom Teachers Grades 3- 5, Parents, CPI Trainers, Office of Curriculum and Instruction	Copies and materials, possibly substitute pay	August 2008 – March 2009 depending on schedule	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Decrease in discipline problems	Improved safety; Decrease in discipline referrals

Basic Skill Area: Parents and Community

PI-ISD Strategy: Parental Involvement: Objective 1: by 2007 – 2008, parental involvement participation will be promoted at each school to ensure communication and trust.

CAMPUS GOAL: Increase parental involvement by 50% for all student populations in the 2008 – 2009 school year.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Weekly parenting sessions will be conducted in the Parent Center such as: reading, writing, math strategies teach etiquette to parents attending school functions, ceremonial functions	Principal, Asst. Principal, Parent Liaison, Counselor	Parent brochures, materials and refreshments \$500.00	September 2008 – Tuesdays and Thursday	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Increased parent participation in parenting sessions	Increased TAKS, TELPAS scores
2. Increase parent – student communication and add additional phone lines	Principal, Asst. Principal, parent Liaison , Teachers (3-5), Parents, Counselor, PEIMS, Speakers	Additional phone line in Teacher’s workroom	September 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Parent Contact Logs;	Increased parent communication by 50%
3. Parent Connection newsletters to be sent twice a semester with progress reports or report cards	Principal, Asst. Principal, Parent Liaison , Teachers (3-5), Parents, Counselor, PEIMS, Speakers	Parent connection flyer and paper	September 2008 – June 2009 – once per six weeks	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Surveys	Increased parent communication by 50%
4. Parents will attend a three course parent session about strategies to help your child at home with reading and math, if their child fails the first or second diagnostic assessment	Principal, Asst. Principal, Parent Liaison , Teachers (3-5), Parents, Counselor, PEIMS, Speakers	Parent connection flyer and paper	September 2008 – May 2009 – offered once per week – times will vary	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed.	Sign in sheets; agendas, hand outs	Increased TAKS, TELPAS scores

Basic Skill Area: Campus Climate

PI-ISD Strategy

CAMPUS GOAL: Encourage a positive self-image among students and a positive climate among teachers.

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Stress Reliever Outing: <ul style="list-style-type: none"> • Dinner and a movie • Sports for staff • Organize after school ie: volleyball, softball, challenge other campuses • Get Fit to Teach Campaign • Swimming/aerobics/ Jogging/walking • Choir students to sing for teachers during announcements for birthdays 	Derry Administrators, teachers and support staff	Flyers, paper, copier	August 2008 Once per six weeks	Not Applicable	Increase of campus morale – increase in job performance	

Basic Skill Area: Retention Prevention

PI-ISD Strategy: Student Achievement – Objective 4: Annually review, revise, and align the curriculum

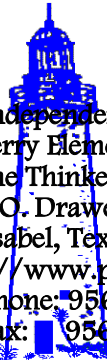
Student Achievement – Objective 5: Provide intentional intervention and evaluation of student academic progress (Special Education and Limited English Proficient)

CAMPUS GOAL: Decrease retention rate by 50%

Strategies	Person(s) Responsible	Resources Needed	Time Line	Special Pop(s)	Evaluation Formative/Summative	
1. Extended after school tutorials will be held to provide an intervention for struggling students	Principal, Assistant Principal, all teachers	Supplemental materials, transportation, budget allotment	Fall 2008 and Spring 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed	Timelines, curriculum guides, lesson plans, attendance sheets	increase in TAKS/ TELPAS results, increase in grades, reduced failure rate
2. Provide parent sessions for at –risk students on topics such as: attendance, study habits, social skills, self esteem building	Principal, Assistant Principal, all teachers, counselor, Buckner Home, Parent Liaison	Materials	Fall 2008 and Spring 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed	Sign in sheets, evaluations, attendance sheets	increase in TAKS/ TELPAS results, increase in grades, reduced failure rate, increase in attendance
3. Conduct mandatory parent meetings after the first diagnostic assessment to discuss results.	Principal, Assistant Principal, all teachers	Sign in sheets, conference notes	Fall 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed	Sign in sheets	increase in TAKS/ TELPAS results, increase in grades, reduced failure rate
4. Conduct follow up parent meetings after the second diagnostic assessment to discuss students that failed a diagnostic assessment a second time.	Principal, Assistant Principal, all teachers	Sign in sheets, conference notes	Spring 2009	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed	Sign in sheets	increase in TAKS/ TELPAS results, increase in grades, reduced failure rate
5. Set goals and incentives for all state assessments at all grade levels.	Principal, Assistant Principal, all teachers	Posters	August 2008	GT, Sp. Ed., Title 1, Bilingual, At-Risk, 504, Dyslexia, Migrant Ed	List of incentives with goals	increase in TAKS/ TELPAS results, increase in grades, reduced failure rate

Appendices

Appendix A



Point Isabel Independent School District
Derry Elementary
Educating the Thinkers of Tomorrow
P.O. Drawer AH
Port Isabel, Texas 78578
<http://www.pi-isd.net>
Phone: 956-943-0070
Fax: 956-943-0074

Ana Holland
Principal

Jennifer Stumbaugh
Assistant Principal

**Derry Elementary Campus Improvement Plan
Check List
2008 – 2009**

- 1. 90% of all students will meet and exceed the standard in the area of reading in the 2009 TAKS/TELPAS and diagnostic assessments.**
 - a. Each grade level will meet with other grade levels once per year to discuss curriculum realignment.
 - b. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum.
 - c. Students will be required to accumulate a designated number of Accelerated Reader points per month.
 - d. Students will be required to complete a book report/project on a chapter book twice per semester.
 - e. Each grade level will incorporate the DMR Language Arts Framework in weekly lesson plans.
- 2. 95% of all students will exceed the standard in the area of writing in the 2009 TAKS/ TELPAS and Diagnostic Assessments.**
 - a. Writing guidelines will be used across the grade levels.
 - b. Students will enter essay contests sponsored by the school
 - c. Students will respond in writing to non – fiction reading, ie: current events
 - d. Students will produce writing samples that reflect an integrated curriculum, i.e. Math, Science and Social Studies
 - e. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum
- 3. 90% of all students will exceed the state standard in the area of math in the 2009 TAKS and diagnostic assessments.**
 - a. Teachers will incorporate measurement activities beyond regular curriculum in class
 - b. Each grade level will meet with other grade levels once per semester to discuss curriculum realignment
 - c. Saxon and C – Scope to be used as a supplement to enhance mastery of math skills with TESCCC lessons and Mac Millan – Mc Graw Hill
 - d. Each grade level math teachers will meet weekly to discuss strategies, supplemental math materials and lesson plans
 - e. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum

4. **90% of all students will exceed the standard in the area of science in the 2009 TAKS/ Diagnostic Assessments.**
 - a. Participate in Hurricane Study Unit at grades 3 – 4
 - b. Continue with collaboration with science experts in the development of science labs and enhancement of science instruction
 - c. Provide Mike Chuca SOS guide to 3rd - 5th grade students and enhance into an interactive guide
 - d. Incorporate AIMS activities/TAKS Scope into instruction
 - e. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum
5. **95% of all students will pass social studies at the end of the school year**
 - a. Students will participate in a historical figure presentation
 - b. Each grade level will meet once per six weeks to review and align instruction materials with newly released C – Scope curriculum
6. **90% of all students will meet their IEP and ARD Achievement Goal in the 2009 TAKS ALT/TAKS A/TAKS – M/Diagnostic Assessments.**
 - a. Review TAKS – A, TAKS - M and TAKS ALT objectives and instructional strategies per six weeks during department meetings
 - b. Enhance the dyslexia program with various interventional strategies for dyslexic students
 - c. Group students by ability level Resource classes
 - d. Paraprofessional per grade level to provide inclusion support and an additional paraprofessional for inclusion support for special needs students
 - e. Phonics Instruction for grades 3 – 5 with a writing curriculum for the special needs student
 - f. Special Education teachers will meet with each grade level once per six weeks to review and align instruction materials with newly released C – Scope curriculum
 - g. Provide intensive interventions for at –risk students prior to referral to special education – RTI
 - h. Bilingual students will be supported by special education/bilingual teachers
7. **100% or more of students in Bilingual Education will gain at least one English level per year in the 2009 TELPAS.**
 - a. Derry counselor and teacher will discuss different cultural differences with all students
 - b. Bilingual students will be taught according to the time and guidelines set by the district
 - c. Bilingual students who did not participate in the early transition model and are still struggling with reading will receive ½ day intensive oral language development instruction through Open Court in English and Spanish and an enhanced Spanish and English classroom library.
 - d. Open Court Complete Reading Program for the English Language Learners (3rd and 5th)
 - e. Language support in Science using Spanish (Open Court Snap Shots)
8. **100% of the students will participate in music class.**
 - a. Students will participate in a karaoke session twice per semester
 - b. Music teacher will collaborate with classroom teachers once per six weeks to plan for the incorporation of core area TEKS into the music instruction, such as: multiplication facts, states and capitols
 - c. Each grade level will participate in a fall or spring performance
9. **100% of the students will understand the benefits of physical fitness as a contributing factor to a healthy lifestyle through a variety of fitness activities, competitive sports, and lifetime sports.**
 - a. Physical Education teachers will collaborate with classroom teachers once per six weeks to plan for the incorporation of core area TEKS into the physical education instruction.
 - b. Fifth Grade students will be taught with the Teen Aid Curriculum through health and counseling classes
 - c. Parent – Child Fitness Program (10 mile club)

10. 100% of all students will show mastery in the TEKS technology skills appropriate to their grade level in the 2009 Diagnostic Assessments.

- a. Students will spend minimum of 1.5 hours per week in computer assisted instruction
- b. Increase portable wireless mutli – media center for each grade level by one
- c. Additional assistance in managing and maintaining the computer lab and implementing TEKS instruction
- d. Students will produce products to enter campus, district and state technology competitions.

11. 100% of the staff development implemented will be research based and cooperatively planned focusing specifically on the identified needs of the district and the campus.

- a. Teachers and paraprofessionals will receive training grouped according to skill level and needs in the areas based on Technology Assessment, such as: Calculator Training, Power Point, Video Editing, Projector set up, Excel and Technology skills as per Technology timeline
- b. Teachers and paraprofessionals will receive training in alternative methods and techniques of instruction to meet student’s varying abilities and styles
- c. Teachers and paraprofessionals will receive training to enhance and enrich Science TEKS objectives through modified strategies and techniques to prepare for TAKS with consultants such as: Mike Chuca
- d. Teachers, paraprofessionals will receive training for new math textbook adoption – MacMillan Mc Graw – Hill.
- e. Bilingual Teachers and paraprofessionals will receive training to enhance instruction and student self-esteem
- f. Teacher collaboration sessions on timelines, lesson planning, supplemental materials, C – Scope Lessons and timelines once per six weeks
- g. Teachers, paraprofessional, librarian, counselor will receive training on behavior/classroom management
- h. Teachers and paraprofessionals will receive training to enhance their understanding new Math TEKS to ensure that all objectives are familiarized and taught and the use of additional math manipulative to address the struggling students
- i. Teachers, paraprofessionals will receive training on implementing special education modifications and intensive interventions

12. Student attendance rate will exceed the Derry average for 2007 - 2008.

- a. Recess incentive for the classes with Perfect Attendance for the entire week
- b. Perfect Attendance Recognition Rewards and incentives
- c. Every six weeks Administrator will meet with PEIMS clerk to determine which students have accumulated excessive absences and letters will be hand delivered by Parent Liaison
- d. Perfect Attendance incentives for the six weeks will include tardies. Students with three or more tardies during a six weeks will not be included in the six weeks incentives. Students with more than 12 tardies in a school year will not be recognized at the end of year awards.

13. Discipline referrals will decrease by 25% for 2008 – 2009 school year.

- a. Faculty Meetings or Staff Presentations on various topics: 1.)ADD/ADHD 2.)Conflict Resolution 3.)Anger Control 4.)Social and Emotional Needs of Students and 5.)Setting Goals for Higher Education, 6.)Violence Prevention and Intervention, Champs, Project Respect (follow counseling curriculum)
- b. All new staff members and staff members designated by the principal will attend Discipline and Classroom Management in-services and training. Maintenance in-services will be provided for experienced teachers
- c. All staff members will review Crisis Management Plan bi – annually
- d. Students with chronic discipline problems will be counseled on a regular basis

14. Increase parental involvement by 50% for all student populations in the 2007 – 2008 school year.

- a. Weekly parenting sessions will be conducted in the Parent Center such as: reading, writing, math strategies teach etiquette to parents attending school functions, ceremonial functions
- b. Increase parent – student communication and add additional phone lines
- c. Parent Connection newsletters to be sent twice a semester with progress reports or report cards
- d. Parents will attend a three course parent session about strategies to help your child at home with reading and math, if their child fails the first or second diagnostic assessment

15. Encourage a positive self-image among students and a positive climate among teachers.

- a. Stress Reliever Outing: dinner and a movie, sports for staff, organize after school ie: volleyball, softball, challenge other campuses, get Fit to Teach Campaign, swimming/aerobics/jogging/walking
- b. Choir students to sing for teachers during announcements for birthdays

16. Decrease retention rate by 50%

- a. Friday Academies and after school tutorials will be held in both semesters to provide an intervention for struggling students
- b. Provide parent sessions for at –risk students on topics such as: attendance, study habits, social skills, self esteem building
- c. Conduct mandatory parent meetings after the first diagnostic assessment to discuss results.
- d. Conduct follow up parent meetings after the second diagnostic assessment to discuss students that failed a diagnostic assessment a second time.
- e. Set goals and incentives for all state assessments at all grade levels.

Appendix B

ESC Region #:	1
LEA:	Point Isabel ISD
Co/District #:	031909

**Bilingual Education / ESL Monitoring System
2007-2008**

Stage of Intervention:	IA
Submittal Date:	December 14, 2007

Continuous Improvement Plan

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
Indicator #2: ESL English TAKS Passing Rate - Mathematics	Students will meet the English TAKS Mathematics passing rate of 58%.	<ol style="list-style-type: none"> 1. Conduct Sheltered Instruction and ESL Strategies training for secondary mathematics teachers. 2. Create planning time for secondary mathematics and ESL teachers to meet together. 	<p>Fiscal: Fund 263, 255, 199</p> <p>Personnel: Contracted services, secondary ESL and math teachers; secondary administrators; District Testing Coordinator</p>	<p>Initial: January 2008</p> <p>Interim: March 2008</p> <p>Final: July 2008</p>
Indicator #2: ESL English TAKS Passing Rate - Mathematics	Students will meet the English TAKS Mathematics passing rate of 58%.	<ol style="list-style-type: none"> 3. Provide opportunities for secondary ESL and mathematics teachers to attend Bilingual/ESL Regional Conferences. 4. Provide training in state assessment and TELPAS. 	<p>Fiscal: Fund 263, 255, 199</p> <p>Personnel: Contracted services, secondary ESL and math teachers; secondary administrators; District Testing Coordinator</p>	<p>Initial: January 2008</p> <p>Interim: March 2008</p> <p>Final: July 2008</p>

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
Indicator #6: LEP TAKS/TAKS-I/SDAA II Participation Rate	Students will meet the LEP TAKS, TAKS-I, SDAA II Participation of Rate of 78%.	1. Provide training in state assessment and TELPAS.	Fiscal: Fund 263, 255, 199 Personnel: District Testing Coordinator, Special Programs Administrator, teachers, campus administrators	Initial: January 2008 Interim: March 2008 Final: July 2008

Follow-Up Activities
After the interim benchmark for evaluation, what will we do if the initial plan isn't working?

Follow-Up Activities

After the interim benchmark for evaluation, what will we do if the initial plan isn't working?

A meeting will be scheduled to include all campus principals and their designated assistant principal in April 2008.

The agenda will include the discussion of the Bilingual Education/ESL Continuous Improvement Plan components and the activities that will need to take place in order for the CIP to be met.

Appendix C

ESC Region #:	Region 1
LEA:	Point Isabel ISD
Co/District #:	031909

**Special Education Monitoring System
2007-2008**

Stage of Intervention:	1B
Submittal Date:	January 18, 2008

Continuous Improvement Plan

DESIRED RESULT (Goal(s) that address each identified area of improvement)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or quantitative measures of student performance/program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES Initial (<i>Beginning</i>) Interim (<i>Formative</i>) and Final (<i>Summative</i>) for evaluation purposes
2007 PBMAS Indicator 5 TAKS Only Participation Rate	PBMAS indicator will meet the state standard.	<ul style="list-style-type: none"> • Train administrators and teachers about state and federal assessment expectations. • Provide tutorials and targeted small group instruction to close academic gaps. • Identify effective learning tools and accommodations to be used during state assessments. 	Fiscal: 199, 211, 224 Personnel: Special programs staff, curriculum and instruction staff, campus administrators, and campus instructional staff	Initial: Fall 2007 Interim: April 2008 Final: August 2008
2007 PBMAS Indicator 17 LEP Representation	2008 PBMAS indicators will meet state standard.	<ul style="list-style-type: none"> • Provide more effective interventions utilizing research based materials prior to considering placement in special education. • Train administrators and teachers about the language process, and the length of time that it takes to acquire academic language. 	Fiscal: 199, 211, 224 Personnel: Special programs staff, campus administrators, LPAC and ARD committees.	Initial: January 2008 Interim: June 2008 Final: August 2008

DESIRED RESULT (Goal(s) that address each identified area of improvement)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or quantitative measures of student performance/program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES Initial (<i>Beginning</i>) Interim (<i>Formative</i>) and Final (<i>Summative</i>) for evaluation purposes
		<ul style="list-style-type: none"> • Establish new exit criteria for each LEP student with an IEP in a joint meeting between the LPAC and ARD committee based on appropriate criteria considering each student's disability. • Make case by case decisions about whether to identify students with severe cognitive disabilities that impact language acquisition as LEP upon entry into the public school system. 		
Related Service/Speech Finding: Provide Speech Therapy as indicated on the IEP	Offer speech therapy to 100% of students who missed therapy due to no therapists available and provide compensatory speech therapy to 100% of those who accept the services.	<ul style="list-style-type: none"> • Contract with two speech therapists to provide interim support. • Hire a second full time speech therapist. 	Fiscal: 199, 211, 224 Personnel: Speech Therapists	Initial: February 2008 Interim: June 2008 Final: August 2008
Extended Year Services Finding: Provide Extended Year Services determined on an individual basis.	100% of Extended Year Services will be determined on an individual basis.	<ul style="list-style-type: none"> • Train teachers and administrators on IEP's and related services. • Conduct IEP meetings that include ESY per student needs and not per the district regular summer school schedule. 	Fiscal: 199, 211, 224 Personnel: Special Education Teachers, Diagnosticians, Speech Therapists, LSSPs	Initial: January 2008 Interim: June 2008 Final: August 2008
Counseling Services Finding: Provide Counseling Services determined on an individual basis.	100% of Counseling Services will be determined on an individual basis.	<ul style="list-style-type: none"> • Train counselor, teachers and administrators on IEP's and related services. • Conduct IEP meetings that include 	Fiscal: 199, 211, 224 Personnel: Special Education Counselor, Special Education Teachers, Diagnosticians, Speech Therapists, LSSPs	Initial: March 2008 Interim: June 2008 Final: August 2008

DESIRED RESULT (Goal(s) that address each identified area of improvement)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES Initial (<i>Beginning</i>) Interim (<i>Formative</i>) and Final (<i>Summative</i>) for evaluation purposes
		counseling services per student needs.		

Follow-Up Activities <i>After the interim benchmark for evaluation, what will we do if the initial plan isn't working?</i>
<ul style="list-style-type: none"> • Determine which elements of the plan are working, and which elements are not working. • Brainstorm with core analysis team to improve those elements that do not seem to be working effectively. • Implement the changes to the plan for a defined time period. • Reevaluate the plan again, and make any additional changes that are needed using the process described above.

Corrective Action The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.			
Identify Areas of Noncompliance. Enter the topic and specific legal reference from the CFR, TEC, or TAC.	Corrective Action Activities	Timeline for Implementation	Current Compliance Status <i>(for previously identified noncompliance, state when noncompliance initially was identified)</i>
LEA does not have any previous corrective action.			

Appendix D

ESC Region #:	Region 1
LEA:	Point Isabel ISD
Co/District #:	031909

**Career and Technical Education (CTE)
Monitoring System
2007-2008**

Continuous Improvement Plan

Stage of Intervention:	Stage 2
Submittal Date:	January 11, 2008

DESIRED RESULT (Goals that address each identified area of improvement, including necessary correction of noncompliance) <i>For noncompliance, note the indicator reference aligned to the desired result.</i>	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES Initial (<i>Beginning</i>) Interim (<i>Formative</i>) and Final (<i>Summative</i>) for evaluation purposes
Indicator #2 CTE LEP TAKS Passing Rate	Students will meet the TAKS Mathematics Passing rate of 45%.	<ol style="list-style-type: none"> 1. Conduct Sheltered Instruction and ESL Strategies training for secondary mathematics and CTE teachers. 2. Create planning time for secondary mathematics, CTE and ESL teachers to meet together. 3. Provide training in state assessment and TELPAS. 	Fiscal: Fund 244, 263, 255, 199 Personnel: Contracted services, secondary ESL, CTE and math teachers; secondary administrators; District Testing Coordinator	Initial: January-February 2008 Interim: April 2008 Final: July 2008
Indicator #2 CTE LEP TAKS Passing Rate	Students will meet the TAKS Reading/ELA	<ol style="list-style-type: none"> 1. Conduct Sheltered Instruction and ESL Strategies training for secondary English language arts and 	Fiscal: Fund 244, 263, 255, 199	Initial: January-

DESIRED RESULT (Goals that address each identified area of improvement, including necessary correction of noncompliance) <i>For noncompliance, note the indicator reference aligned to the desired result.</i>	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES Initial (<i>Beginning</i>) Interim (<i>Formative</i>) and Final (<i>Summative</i>) for evaluation purposes
	Passing rate of 65%.	CTE teachers. 2. Create planning time for secondary English language arts, CTE and ESL teachers to meet together. 3. Provide training in state assessment and TELPAS.	Personnel: Contracted services, secondary ESL, CTE and math teachers; secondary administrators; District Testing Coordinator	February 2008 Interim: April 2008 Final: July 2008
Indicator #2 CTE LEP TAKS Passing Rate	Students will meet the TAKS Science Passing rate of 40%.	1. Conduct Sheltered Instruction and ESL Strategies training for secondary science and CTE teachers. 2. Create planning time for secondary science, CTE and ESL teachers to meet together. 3. Provide training in state assessment and TELPAS.	Fiscal: Fund 244, 263, 255, 199 Personnel: Contracted services, secondary ESL, CTE and math teachers; secondary administrators; District Testing Coordinator	Initial: January-February 2008 Interim: April 2008 Final: July 2008
Program Effectiveness Review: Administrative Leadership 1. The LEA has a clearly articulated mission for CTE that is consistent with the Stat Plan; a consolidated set of policies and	The committee will develop 100% of the policies and procedures to be implemented for the CTE program vision.	The District Community Team will develop a consolidated set of policies and procedures in order to create and maintain a vision for the CTE program.	Fiscal: Fund 244, 199 Personnel: District Community Team, CTE teachers; secondary administrators; District Administrator	Initial: February 2008 Interim: April 2008 Final: July 2008

DESIRED RESULT (Goals that address each identified area of improvement, including necessary correction of noncompliance) <i>For noncompliance, note the indicator reference aligned to the desired result.</i>	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES Initial (<i>Beginning</i>) Interim (<i>Formative</i>) and Final (<i>Summative</i>) for evaluation purposes
<p>procedures exist for translating the vision into action.</p>				
<p>Program Effectiveness Review: Accountability</p> <p>The LEA uses follow-up data to assess CTE student participation (including placement, retention, and completion) in postsecondary education and/or work.</p>	<p>The committee will develop 100% of the procedures to be implemented for the assessment of CTE student participation in postsecondary education/work.</p>	<p>The District Community Team will develop and use follow-up data in order to assess CTE student participation in postsecondary education and/or work.</p>	<p>Fiscal: Fund 244, 199</p> <p>Personnel: District Community Team, CTE teachers; secondary administrators; District Administrator</p>	<p>Initial: February 2008 Interim: April 2008 Final: July 2008</p>

Follow-Up Activities <i>After the interim benchmark for evaluation, what will we do if the initial plan isn't working?</i>
<p>A meeting will be scheduled for the District Community Team in February, April and July 2008.</p> <p>The agenda will include the discussion of the CTE Continuous Improvement Plan components and the activities that will need to take place in order for the CIP to be met.</p>

Appendix E

ESC Region #:	1
LEA:	Point Isabel ISD
Co/District #:	031909

**Data Validation Monitoring System
2007-2008**

Continuous Improvement Plan

Stage of Intervention:	2
Completion/Submittal Date:	April 24, 2008

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of data quality / student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
Student Assessment Indicator #8 Excessive "Other" Science All Students	100% accuracy will be achieved in the submitted answer documents for 2007 – 2008 and 2008 – 2009 school year.	Provide training with emphasis on score coding answer documents to not only the campus testing coordinator but also the principal and principal designee. Failsafe System – Require the campus testing coordinator and the principal to check the coding of each student's answer document prior to submission (BE/ESL and Special Education).	Personnel: Campus testing coordinators, District Instructional Facilitators, principals, principal designee, and District Testing Coordinator Material: TEA sample answer documents, 2008 and 2009 District Campus Coordinator Manual	Initial: October 2008 Interim: January 2009 Final: April 2009
Student Assessment Indicator #8 Excessive "Other" Science Hispanic	100% accuracy will be achieved in the submitted answer documents for 2007 –	Provide training with emphasis on score coding answer documents to not only the campus testing coordinator but also the principal and principal	Personnel: Campus testing coordinators, District Instructional Facilitators, principals, principal designee,	Initial: October 2008 Interim: January 2009 Final: April 2009

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of data quality / student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
“Other” Social Studies Hispanic	documents for 2007 – 2008 and 2008 – 2009 school year.	but also the principal and principal designee. Failsafe System – Require the campus testing coordinator and the principal to check the coding of each student’s answer document prior to submission (BE/ESL and Special Education).	Instructional Facilitators, principals, principal designee and District Testing Coordinator Material: TEA sample answer documents, 2008 District Campus Coordinator Manual	Interim: January 2009 Final: April 2009

Follow-Up Activities <i>After the interim benchmark for evaluation, what will we do if the initial plan isn’t working?</i>
<ul style="list-style-type: none"> • Determine what element of the plan is not successfully being applied • Invite personnel back for a clarification meeting • Make any changes as determined by invited personnel

