

Dublin Independent School District



2025-2026 Goals/ Performance Objectives/ Strategies

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Goal 1

DISD will prepare 100% of its students to meet or exceed federal and state standards on all state assessments and other standardized tests.

Performance Objective 1

In 2025-2026 DISD and all three campuses will be rated Met Standard through the State and Federal accountability system.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: TEA Accountability Summaries

Strategy 1

The DISD District Leadership Analysis Team will meet quarterly to discuss the school improvement process.

Strategy's Expected Result/Impact: needs assessment, sign in sheets

Staff Responsible for Monitoring: Assistant Superintendent

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Strategy 2

Checkpoints are designed using DMAC and will be administered at each campus in order to assess student progress each three weeks.

Strategy's Expected Result/Impact: data reports, lesson plans

Staff Responsible for Monitoring: campus principals, teachers

Funding Sources: DMAC Local Funds, \$13,441

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Strategy 3

Teachers will submit checkpoint data analysis reports each 3 weeks to the campus leadership team. Checkpoint data also drives students needs for before and after school tutorials, and Saturday school opportunities to help close educational achievement gaps.

Strategy's Expected Result/Impact: reports

Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Counselors

Funding Sources: Title IV, Part A (SSAEP) (289), \$5,000

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Strategy 4

Ongoing professional development will be provided to teachers, paraprofessionals and administration in sheltered instruction, academic vocabulary strategies, higher order questioning, and content specific training's directed by administration for principals and teachers needs. Administrators attend the PLC conference yearly for strategies and updates for effective communications with campus teachers. EX of summer PD: CAMT, CAST, CHAMPS, PLC, Reg 11, and Reg 14

Strategy's Expected Result/Impact: documentation of data study, professional development calendar, sign-in sheets

Staff Responsible for Monitoring: campus principals, assistant superintendent

Funding Sources: Local Funds- Staff Development Local Funds, \$8,100, Core Subject Staff Development/Summer Conferences Title IV, Part A (SSAEP) (289), \$23,591, Staff Development Title II, Part A (255), \$200, Core Subject Staff Development/Supplies and Materials Title IV, Part A (SSAEP) (289), \$1,000

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Strategy 5

Administration on each campus will complete weekly classroom walk-throughs and communicate to the teacher areas of strength and concern using PowerWalks.

Strategy's Expected Result/Impact: TTSS & PowerWalk reports

Staff Responsible for Monitoring: campus principals

Funding Sources: Lead Your School PowerWalks Local Funds, \$7,500

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Strategy 6

During the 2025-2026 school year, DISD will employ classroom teachers (Title I, Part A and Title II, Part A) to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. An ESSA consultant provides technical assistance and oversees compliance for Title I.

Strategy's Expected Result/Impact: master schedules, class rosters

Staff Responsible for Monitoring: Assistant Superintendent, campus principals

Funding Sources: Title I, Part A-211 Classroom Teachers Title I, Part A (211), \$383,463, Title II, Part A-255 Classroom Teacher Title II, Part A (255), \$56,323

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Strategy 7

Pre-Kindergarten is a full day program.

Strategy's Expected Result/Impact: lesson plans, attendance records, staff development certificates, student records

Staff Responsible for Monitoring: Principals

Funding Sources: Early Education Allotment- 4 teacher Salaries Early Education Allotment, \$89,660

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Strategy 8

Kindergarten through sixth grade implement Renaissance Learning (Accelerated Reading and/or Freckle Math) to students to meet or exceed requirements on state assessments and help students fill the gaps of loss of learning.

Strategy's Expected Result/Impact: lesson plans, student usage reports

Staff Responsible for Monitoring: Principals, teachers

Funding Sources: Renaissance Learning (AR & Freckle) Local Funds, \$12,153

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Strategy 9

Students grades 1st through 6th utilize Progressive Learning to meet or exceed requirements on state assessments and fill the gaps in loss of learning.

Strategy's Expected Result/Impact: lesson plans, student usage reports

Staff Responsible for Monitoring: Principals, teachers

Funding Sources: Progressive Learning Local Funds, \$6,750

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Strategy 10

Provide extended or accelerated learning for all students who did not meet or exceed federal and state standards on all state assessments and other standardized test. All campuses are SW Title IA served.

Strategy's Expected Result/Impact: Increased student achievement as noted on federal/state assessment results and report cards.

Staff Responsible for Monitoring: Principals, teachers

Funding Sources: Extended Learning Activities extra duty pay (Fund 6100) Local Funds, \$5,000

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Strategy 11

Helping students to meet or exceed requirements on state assessments Students in Elementary, Intermediate and Jr High utilize Brain Pop and Lowman Education is used on Elementary, Intermediate and Secondary campuses.

Strategy's Expected Result/Impact: lesson plans, student usage reports

Staff Responsible for Monitoring: Principals, teachers

Funding Sources: Brain Pop Local Funds, \$4,027, Lowman Education Local Funds, \$7,838

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Strategy 12

Summer School is provided for all DISD students who need credit or attendance recovery. (Grades 1-12) including extra duty pay, supplies and materials.

Strategy's Expected Result/Impact: Increase student credits as noted on report cards.

Staff Responsible for Monitoring: Principal, Attendance clerk

Funding Sources: Summer School Credit or Attendance Recovery Local Funds, \$7,000

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Performance Objective 2

100% of core subjects will implement vertically aligned lessons containing rigorous and relevant activities during the 2025-2026 school year.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: improved scores on State and other appropriate assessments

Strategy 1

Core subject courses will utilize information from the TCMPC System web site to create vertically aligned, relevant, and rigorous activities for all students that follow the 5E Model of Instruction.

Strategy's Expected Result/Impact: teacher lesson plans, administrative walk-throughs, and teacher evaluations

Staff Responsible for Monitoring: principals, assistant superintendent

Funding Sources: TEKS Resource Management System Local Funds, \$8,100

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Strategy 2

Campus principals work with library aides to provide students with rigorous and relevant activities and ensure appropriate materials are available and information is readily accessible for classroom activities.

Strategy's Expected Result/Impact: lesson plans, meeting agendas with library aides

Staff Responsible for Monitoring: librarian, campus principals

Funding Sources: State Compensatory Education-Library Aides State Compensatory Education, \$44,582, Library Supplies and Reading Materials Local Funds, \$11,930

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Strategy 3

Campus principals will meet with the district central administration to discuss campus progress and needs after each six weeks.

Strategy's Expected Result/Impact: agendas, sign-in sheets

Staff Responsible for Monitoring: Assistant Superintendent, Superintendent

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Strategy 4

A+ Learning is used for credit recovery and curriculum for DAEP along with other academic appropriate programs.

Strategy's Expected Result/Impact: grade verification sheets

Staff Responsible for Monitoring: assistant superintendent, counselor, principal

Funding Sources: A+ Learning Local Funds, \$3,500

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Strategy 5

DISD continues to employ a Dyslexia teacher to ensure the delivery of rigorous and relevant activities and will provide necessary supplies to assist in classroom instructional activities.

Strategy's Expected Result/Impact: lesson plans, administrative walk-throughs

Staff Responsible for Monitoring: Principal

Funding Sources: Dyslexia State Allotment-Teacher Salary Dyslexia State Allotment, \$61,780, Dyslexia State Allotment-Supplies Dyslexia State Allotment, \$720, Dyslexia Teacher-Salary Early Education Allotment, \$71,130

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Performance Objective 3

Technology will be utilized in classrooms throughout the district multiple times each six weeks to both engage students in appropriate lesson activities, and to teach 21st Century skills, such as critical thinking, collaboration, communication, and creativity.

Evaluation Data Source: Improved scores on State and other appropriate assessments and student products which utilize technology

Strategy 1

Students on all campuses have weekly access to technology devices. Elementary and Intermediate students work weekly on typing skills needed to be successful on STAAR state assessments.

Strategy's Expected Result/Impact: lesson plans, calendar & schedule

Staff Responsible for Monitoring: assistant superintendent, principals, teachers

Funding Sources: Typing.com Local Funds, \$3,375

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Performance Objective 4

In 2025-2026 Dublin ISD State Compensatory Education funds will be used to improve or accelerate student performance on STAAR and EOC assessments.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: Dublin ISD is a Title I, Part A, Schoolwide program with a student poverty rate of at least 40% that combines Title I, Part A with SCE funds to serve identified (by the 13 PEIMS At-Risk Indicators codes) at-risk, as well as, all students in the district.

Strategy 1

Determine funding needs to improve EOC student performance for at-risk students.

Strategy's Expected Result/Impact: STAAR reports, master schedules

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

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Strategy 2

Determine total full time equivalents (FTEs)

Strategy's Expected Result/Impact: Daily class schedules; PEIMS

Staff Responsible for Monitoring: Superintendent

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Strategy 3

Implement the policy for identifying, entering, and exiting students from the SCE program

calculation of 110% and cost of regular ed program

Strategy's Expected Result/Impact: Local Policy

Staff Responsible for Monitoring: Assistant Superintendent, principals

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Strategy 4

Provide teachers with the confidential list of At-Risk students

Strategy's Expected Result/Impact: list developed

Staff Responsible for Monitoring: Principals, counselors

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Strategy 5

EOC Accelerated Instruction will be provided for each student each time he/she fails to perform satisfactorily on an EOC assessment.

Strategy's Expected Result/Impact: STAAR Reports, student schedules, master schedules

Staff Responsible for Monitoring: principals, counselors, assistant superintendent

Funding Sources: State Compensatory Education-Accelerated Instruction State Compensatory Education, \$700

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Goal 2

DISD will increase awareness, interest, and involvement in the education of students by encouraging the cooperative efforts of staff, parents, and community to develop school spirit and community pride in Dublin schools.

Performance Objective 1

In 2025-2026, the district will communicate with parents and community members through written, electronic and face to face contacts each six weeks.

Evaluation Data Source: number of communication methods

Strategy 1

Each campus and the district will utilize the School Reach system to notify parents of emergency situations as well as to keep parents informed of school activities.

Strategy's Expected Result/Impact: documentation of calls

Staff Responsible for Monitoring: campus principals, superintendent

Funding Sources: School Reach Phone Alerts Local Funds, \$2,500

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Strategy 2

The district web site and each campus page will be updated in order to provide parents and community members with current information regarding school policies and activities.

Strategy's Expected Result/Impact: current district and campus web sites, count of hits to the district web page

Staff Responsible for Monitoring: superintendent, campus principals, instructional technologist

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Strategy 3

Each campus utilizes technology and local newspaper to keep parents informed of parental involvement opportunities on each campus.

Strategy's Expected Result/Impact: documentation of School Reach and newspaper articles

Staff Responsible for Monitoring: campus principals

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Performance Objective 2

The district will provide multiple opportunities for parent and teacher communication and for parental involvement in the education of their children.

Evaluation Data Source: list of opportunities, parent survey, attendance at events

Strategy 1

School-Parent-Student Compacts and Parent and Family Engagement Policies are distributed multiply times each year.

Strategy's Expected Result/Impact: distribution date

Staff Responsible for Monitoring: campus principals

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Strategy 2

Each campus will continue to provide parental involvement opportunities for face-to-face meetings, such as teacher/parent conferences, Parent Reading Night, Fall Festival, Grade level orientations, etc.

Strategy's Expected Result/Impact: sign-in sheets

Staff Responsible for Monitoring: campus principals

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Strategy 3

Two Title I Annual Parent Meeting/Meet the Teacher meetings to inform parents of the school's participation in Title I, Part A Schoolwide Program and Parent Involvement Program.

Strategy's Expected Result/Impact: Sign in sheets, Agenda, Minutes and power point slides

Staff Responsible for Monitoring: Assistant Superintendent, Principals

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Strategy 4

An attendance clerk will be employed to monitor student attendance each period and to inform parents of student attendance concerns.

Strategy's Expected Result/Impact: PEIMS reports

Staff Responsible for Monitoring: principal

Funding Sources: HS Attendance Clerk Salary Local Funds, \$26,572

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Performance Objective 3

The district focus for the 2025-2026 school year is Preparing Students for Tomorrow's World by Building a Stronger Community Today.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Source: improved community support, improved teacher morale

Strategy 1

District goals will be reviewed and updated by school board members annually.

Strategy's Expected Result/Impact: documentation of meeting and agenda

Staff Responsible for Monitoring: Superintendent

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Strategy 2

All campus groups will be encouraged to shop Dublin first and to use Dublin businesses to cater events.

Strategy's Expected Result/Impact: Purchase orders

Staff Responsible for Monitoring: Superintendent

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Strategy 3

Dublin businesses are invited and encouraged to attend the Opening Convocation for the school year and athletic events.

Strategy's Expected Result/Impact: sign in sheets

Staff Responsible for Monitoring: Superintendent

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Strategy 4

A Dublin community graduate award will be presented to seniors who complete the criteria for service to the community.

Strategy's Expected Result/Impact: community service signed record

Staff Responsible for Monitoring: Counselor, principal

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Goal 3

DISD will provide high-quality, on-going staff development to maintain 100% of classes taught by highly qualified teachers in core academic subject areas.

Performance Objective 1

All teachers will be provided staff development opportunities based on their current teaching assignment, available technology, and designated needs each semester of the 2025-2026 school year.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Source: staff development schedule, sign-in sheets, teacher certificates

Strategy 1

Each campus will provide scheduled times each six weeks to disaggregate student data, determine appropriate interventions for students, monitor student progress, review curriculum and lesson effectiveness, and any additional material as determined by the campus principal or superintendent.

Strategy's Expected Result/Impact: schedule reflecting designated professional learning community meeting times, agenda and/or meeting minutes

Staff Responsible for Monitoring: campus principal, Superintendent

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Strategy 2

Professional development will be addressed as teacher needs present themselves each semester as a result of data dis-aggregation and administrative observations.

Strategy's Expected Result/Impact: professional development calendar, meeting agendas & minutes, sign-in sheets

Staff Responsible for Monitoring: campus principal, assistant superintendent, superintendent

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Strategy 3

Each campus will hire highly effective classroom teachers to improve student performance.

Strategy's Expected Result/Impact: educator certification, SBEC

Staff Responsible for Monitoring: campus principals, assistant superintendent, superintendent

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Strategy 4

Contract for curriculum consultants through Region 14 Service Center to provide intensive, targeted training in core subjects.

Strategy's Expected Result/Impact: purchase orders

Staff Responsible for Monitoring: assistant superintendent

Funding Sources: Region 14 Core Subject Consultants Local Funds, \$7,500

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Strategy 5

DISD has three teachers that are completing Reading Academies for the 2025-26 school year. K-5 grade teachers will continue to attend Reading Academies in 2026-2027 as needed or staff is hired.

Strategy's Expected Result/Impact: Meet new TEA guidelines, Completion Certificates

Staff Responsible for Monitoring: Director of Curriculum

Funding Sources: Reading Academies Local Funds, \$10,000

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Performance Objective 2

The district will recruit bilingual teachers and provide incentives for bilingual teachers to remain in Dublin ISD during the 2025-2026 school year.

Evaluation Data Source: improved teacher retention rate

Strategy 1

The district will pay the TExES exam registration fee for any teacher who successfully completes the ESL exam and adds the certification during the 2025-2026 school year.

Strategy's Expected Result/Impact: purchase order, payment to teacher

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

Funding Sources: ESL Test Prep & Examination fees BIL/ESL State Mandated Funds, \$5,000

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Strategy 2

Because bilingual education teachers are difficult to find and to retain in-district, a signing bonus of \$6,000 will be paid to teachers filling these positions over three years.

Strategy's Expected Result/Impact: teachers' wage and earnings statement, district accounting records

Staff Responsible for Monitoring: Assistant Superintendent

Funding Sources: Bilingual Teacher Stipend Local Funds, \$2,000

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Strategy 3

The district will strive to increase the number of ESL certified teachers on all campuses through June 2026.

Strategy's Expected Result/Impact: Certification records

Staff Responsible for Monitoring: Assistant Superintendent

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Strategy 4

Attend job fairs, contact universities, advertise, and recruit from teacher certification programs to secure highly qualified personnel during spring 2026.

Strategy's Expected Result/Impact: Certification records

Staff Responsible for Monitoring: Assistant Superintendent

Funding Sources: Teacher Recruiting BIL/ESL State Mandated Funds, \$2,160

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Goal 4

DISD will provide a safe, secure, and supportive environment for students and staff, and will plan for future facility needs.

Performance Objective 1

Safety and security will be a priority for students and faculty 100% of the time.

Evaluation Data Source: documentation of drills, safety workshop sign-in sheets, safety of staff and students

Strategy 1

CPR and CPI Training will be provided to the appropriate faculty members by trained staff annually.

Strategy's Expected Result/Impact: training calendar, sign-in sheets

Staff Responsible for Monitoring: Superintendent, school nurse, special education director

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Strategy 2

Each campus will conduct appropriate safety drills after staff training in order to practice with students what appropriate behavior looks like in these situations each six weeks.

Strategy's Expected Result/Impact: schedule of drills

Staff Responsible for Monitoring: campus principals

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Strategy 3

School Resource Officers are contracted through the Dublin Police Department and surveillance cameras are placed in high-need areas to ensure student and faculty safety during 2025-2026 school year.

Strategy's Expected Result/Impact: discipline reports, surveillance camera map

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

Funding Sources: Contract- School Resource Officers Local Funds, \$200,000

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Strategy 4

During the 2025-2026 school year the district will continue to employ qualified nurses and nurse aides.

Strategy's Expected Result/Impact: campus assignment for the nurses

Staff Responsible for Monitoring: superintendent, assistant superintendent

Funding Sources: State Compensatory Education-Nurse/Nurses Aide State Compensatory Education, \$177,127

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Strategy 5

Professional development will be provided to all staff in the fall of 2026 in order to increase staff awareness and recognition of issues of maltreatment and sexual abuse of children. This professional development will include prevention techniques; obtaining assistance; possible warning signs and options for affected students.

Strategy's Expected Result/Impact: training agendas and minutes, sign-in sheets, teacher professional development records

Staff Responsible for Monitoring: assistant superintendent, campus principals

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Strategy 6

Provide a Coordinated School Health Program.

Strategy's Expected Result/Impact: meeting agendas and minutes, sign-in sheets

Staff Responsible for Monitoring: Assistant Superintendent, school nurse, PE teachers

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Strategy 7

Training will be provided for the prevention, identification, response, and reporting of bullying during fall 2025 on each campus.

Strategy's Expected Result/Impact: Discipline records, training dates, agenda, sign in sheets

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Campus Principals

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Strategy 8

Yearly training will be provided for the prevention and response to the reporting of early mental health intervention and suicide prevention.

Strategy's Expected Result/Impact: Training agendas, sign-in sheets

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals

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Strategy 9

Dublin ISD is continuing the Guardian Program across the district.

Strategy's Expected Result/Impact: Superintendent

Staff Responsible for Monitoring: Superintendent, Admin Team, School Resource Officers

Funding Sources: Guardian Program Local Funds, \$50,000

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Goal 5

DISD will prepare students for successful post-secondary opportunities by engaging them in college and career readiness activities.

Performance Objective 1

In 2025-2026, 80% of DISD students will attend a post-secondary educational setting.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Source: data collected through the Texas Higher Education Coordinating Board, surveys, STAAR Data

Strategy 1

During each semester campuses will provide activities through the counseling office to support and encourage students to attend a post-secondary educational setting.

Strategy's Expected Result/Impact: activity schedules, agendas, lesson plans

Staff Responsible for Monitoring: campus principals, campus counselors

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Strategy 2

Students will be provided with a guaranteed and viable curriculum through the four core content areas as teachers provide lessons with rigor and relevance that meet TCMPC System expectations.

Strategy's Expected Result/Impact: lesson plans, walk through data

Staff Responsible for Monitoring: teachers, campus principals, assistant superintendent

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Strategy 3

Parent and student meetings will be held at Dublin Secondary campus to provide information regarding college admission, financial aid, and completing the FASFA in spring 2026.

Strategy's Expected Result/Impact: meeting agendas and minutes, sign-in sheets,

Staff Responsible for Monitoring: campus principal, campus counselor

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Strategy 4

CTE teachers will continue to purchase supplies and materials to engage students in college and career readiness classes for the 2025-2026 school year.

Strategy's Expected Result/Impact: purchase orders, meeting minutes

Staff Responsible for Monitoring: assistant superintendent, campus principal, CTE teachers

Funding Sources: Career and Tech State Mandated-Supplies, Awards, Equipment Career and Tech State Mandated Funds, \$84,660

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Strategy 5

College readiness courses in ELA and Math will be offered at Dublin Secondary School.

Strategy's Expected Result/Impact: master schedule

Staff Responsible for Monitoring: counselor, principal

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Strategy 6

A Dublin early college graduate program will be offered for students to earn an associates degree by the time of graduation from Dublin High School.

Strategy's Expected Result/Impact: transcripts

Staff Responsible for Monitoring: counselors, assistant superintendent, principal

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Strategy 7

DISD partners with Ranger College implementing a cosmetology class, paramedic program, additional licenses for welding classes, and other dual credit courses. ICEV offers a variety of certifications that allow DISD students to acquire a certification .

Strategy's Expected Result/Impact: contract

Staff Responsible for Monitoring: Superintendent, assistant superintendent

Funding Sources: Welding Certificates Career and Tech State Mandated Funds, \$4,000, Aligned IBC's, Cosmetology kits, CNA, and etc. Career and Tech State Mandated Funds, \$10,000

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Strategy 8

Teachers and administrators will encourage participation in all UIL Academic events.

Strategy's Expected Result/Impact: reports, certificates

Staff Responsible for Monitoring: Principals, Counselor, Teachers

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Strategy 9

DISD partners with Ranger College to offer high school students dual credit classes.

Strategy's Expected Result/Impact: transcripts

Staff Responsible for Monitoring: counselor, principal, assistant superintendent, superintendent

Funding Sources: Student Tuition Assistance CCMR State Allotment, \$20,000

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Strategy 10

CTE and CCMR teachers will be employed to engage students in college and career readiness classes for the 2025-2026 school year.

Strategy's Expected Result/Impact: Business Manager

Staff Responsible for Monitoring: principal

Funding Sources: CTE Teacher Salaries Career and Tech State Mandated Funds, \$490,716, CCMR Teacher Salaries CCMR State Allotment, \$100,152

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Strategy 11

CTE teachers will participate in professional development opportunities to help prepare students for post secondary readiness.

Strategy's Expected Result/Impact: CTE Director, certificates

Staff Responsible for Monitoring: principal, CTE director

Funding Sources: Career and Tech State Mandated Funds-Travel and allowances Career and Tech State Mandated Funds, \$8,000

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Strategy 12

Dublin ISD high school students will be provided the opportunity to take the SAT/ACT college entrance exams.

Funding Sources: SAT/ACT Tests CCMR State Allotment, \$6,000

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Goal 6

DISD will maintain vital special population programs to increase performance on objectives set by both federal and state accountability systems.

Performance Objective 1

In 2025-2026, 100% of teachers will be provided with professional development targeting all student groups and special population needs.

Evaluation Data Source: improved scores on State and other appropriate assessments

Strategy 1

DISD employs two assistant principal at the Secondary campus to assist in disaggregating data, mentoring staff, and monitoring student attendance and achievement.

Strategy's Expected Result/Impact: attendance records, discipline reports, improved student achievement

Staff Responsible for Monitoring: campus principal

Funding Sources: Secondary Campus - Assistant Principals Local Funds, \$152,561

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Strategy 2

Funds will be designated for CTE teachers to attend state conferences.

Strategy's Expected Result/Impact: certificates

Staff Responsible for Monitoring: assistant superintendent, principal

Funding Sources: CTE-Professional Development Career and Tech State Mandated Funds, \$3,000

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Performance Objective 2

In 2025-2026 Bilingual/ESL students will achieve a 10% increase in scores on state and other appropriate assessments.

Evaluation Data Source: improved scores on State and other appropriate assessments

Strategy 1

Continued implementation of TCMPC System in all four core areas.

Strategy's Expected Result/Impact: teacher lesson plans, visits to the TEKS Resource System web site

Staff Responsible for Monitoring: Assistant Superintendent, campus principals, classroom teachers

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Strategy 2

Continued professional development on the English Language Proficiency Standards (ELPS) will be made available to teachers annually. DISD is preparing for the new ELPS implementation in 2026-2027.

Strategy's Expected Result/Impact: teacher professional development records

Staff Responsible for Monitoring: ESC Region 11, campus principals

Funding Sources: ESL Teacher Professional Development BIL/ESL State Mandated Funds, \$5,000

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Strategy 3

Language acquisition and acceleration programs will be provided on all campuses to improve EB and At-Risk student performance.

Strategy's Expected Result/Impact: correspondence notes, purchase orders, class list

Staff Responsible for Monitoring: Assistant Superintendent, principal

Funding Sources: ELL Student Programs Local Funds, \$1,000

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Strategy 4

DISD will employ bilingual paraprofessionals to assist in the instruction of EB students to help them progress on state assessment.

Strategy's Expected Result/Impact: schedules

Staff Responsible for Monitoring: principal

Funding Sources: BIL/ESL Classroom Aides-4 BIL/ESL State Mandated Funds, \$88,446

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Strategy 5

6) DISD provides the required summer school program for BIL/LEP students who are eligible for admission to K or 1st grade the following year.

Strategy's Expected Result/Impact: report cards, CIRCLE reports

Staff Responsible for Monitoring: Principal, teachers

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Strategy 6

EB/EL students at Secondary campuses utilize Summit K-12 to help students with the loss of learning gaps for these students to meet or exceed requirements on state assessments and TELPAS.

Strategy's Expected Result/Impact: Increase the passing rate for EB/EL students on state assessment and TELPAS

Staff Responsible for Monitoring: teacher, principal

Funding Sources: Summit K-12 Local Funds, \$2,147

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Performance Objective 3

In 2025-2026 100% of the students in special populations will be served through district programs.

Evaluation Data Source: improved scores on State and other appropriate assessments

Strategy 1

Counselors are provided on all campuses in order to provide emotional and academic support to at-risk students. Dublin ISD is a Title I Schoolwide campus with a student poverty rate of at least 40% that coordinates federal funds with SCE funds to upgrade the entire educational program and to serve at-risk students on the Schoolwide Campus.

Strategy's Expected Result/Impact: counselor certificates & records

Staff Responsible for Monitoring: campus principals

Funding Sources: State Compensatory Education- Counselors State Compensatory Education, \$218,523, Career & Tech Mandated Funds- Counselor Career and Tech State Mandated Funds, \$32,417, CCMR State Allotment- Counselor CCMR State Allotment, \$16,208

Formative Reviews

January	March	May	August
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Strategy 2

Teachers and aides provide at-risk students with opportunities for small group instruction. Dublin ISD is a Title I Schoolwide campus with a student poverty rate of at least 40% that coordinates federal funds with SCE funds to upgrade the entire educational program and to serve at-risk students on the Schoolwide Campus with \$349,526.00 and 6 FTE's.

Strategy's Expected Result/Impact: daily schedule of teachers and aides; students' schedules

Staff Responsible for Monitoring: teachers, aides, campus principals

Funding Sources: State Compensatory Education-Teachers/Paraprofessionals State Compensatory Education, \$349,526

Formative Reviews

January	March	May	August
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Strategy 3

Mentor teachers will observe, plan and model best practices for higher order thinking with teachers as determined by checkpoints and principal recommendations.

Strategy's Expected Result/Impact: mentor teacher logs, lesson plans

Staff Responsible for Monitoring: mentor teacher, principal

Formative Reviews

January	March	May	August
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Strategy 4

100% of migrant students will be served through Region 14 Shared Service Agreement

Strategy's Expected Result/Impact: improve scores on State and other appropriate assessment

Staff Responsible for Monitoring: Principals, teachers

Funding Sources: Title I, Part C Migrant Funds Title I, Part C (Migrant-SSA Region 14), \$20,144

Formative Reviews

January	March	May	August
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Strategy 5

DISD will employ Special Education teachers and classroom aides to teach and assist in the instruction of Special Education students to help with progression on state assessments.

Strategy's Expected Result/Impact: improve scores on State and other appropriate assessments

Staff Responsible for Monitoring: principals, teachers

Funding Sources: Special Education Classroom Aides Special Education State Funds, \$18,006, Special Education Classroom Teachers Special Education State Funds, \$173,600, Special Education Classroom Teachers Special Education Local Funds, \$171,758, Special Education Classroom Aides Special Education Local Funds, \$140,933

Formative Reviews

January

March

May

August

Strategy 6

Special Education teachers will continue to purchase supplies and materials to engage students.

Strategy's Expected Result/Impact: improve scores on State and other appropriate assessments

Staff Responsible for Monitoring: principal, teachers

Funding Sources: Special Education Supplies and Materials Special Education Local Funds, \$3,300, Special Education Supplies and Materials Special Education State Funds, \$11,000

Formative Reviews

January

March

May

August