

Dublin Independent School District



Dublin Elementary

**2025-2026
Goals/
Performance
Objectives/
Strategies**

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Goal 1

Dublin Elementary School will prepare students for successfully meeting or exceeding state and federal standards of accountability at each grade level by establishing rigorous standards of student expectations

Performance Objective 1

Using the TCMPC curriculum as the foundation for instruction, Dublin Elementary will ensure all students in each sub population (White, Hispanic, Special Education, LEP, At-Risk, Economically Disadvantaged) will achieve or exceed federal and state standards on the STAAR test.

Evaluation Data Source: STAAR, TELPAS, PBMAS, AEIS, STAR Reading and Math, student report cards, attendance rates, discipline referrals, teacher observation, administrative observation

Strategy 1

Through the Professional Learning Community of grade level meetings, lessons will be coordinated, common assessments designed and effective benchmarks developed.

Strategy's Expected Result/Impact: Common planning periods scheduled on the master schedule; regular meetings with administrators; use of DMAC and TFAR for checkpoints/benchmarks.

Staff Responsible for Monitoring: Teachers and Administrators

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Strategy 2

Ensure instruction of all students is by highly effective staff and follows a guaranteed, aligned, and viable curriculum.

Strategy's Expected Result/Impact: ESSA PR 1500 for teacher/paraprofessionals, lesson plans, TTSS evaluation data, and student assessment data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Formative Reviews

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Strategy 3

Conduct a comprehensive needs assessment for DES, which may include but is not limited to STAAR, TAPR, AYP, TELPAS, STAR Reading and math, staff development, and parental and community involvement input.

Strategy's Expected Result/Impact: disaggregated data, list of DES strengths and weaknesses

Staff Responsible for Monitoring: Administrators, Teachers, SBDM committee

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Strategy 4

Implement schoolwide reform strategies that address areas of weakness and maintain areas of strength as identified in the comprehensive needs assessment such as: TCMPC, mClass, Intervention Lab, Lexia Lab, Math and Reading tutorials, continue technology integrations, and enrichment activities.

Strategy's Expected Result/Impact: student assessment data, tutorial logs, and lesson plans

Staff Responsible for Monitoring: Administrators, all staff

Formative Reviews

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Strategy 5

Invite students to participate in the UIL academic competition in spelling, story telling, oral reading, ready writing, creative writing, and music memory to promote higher level thinking.

Strategy's Expected Result/Impact: UIL contest participation lists and results

Staff Responsible for Monitoring: Principal, Teachers, UIL Coordinator

Formative Reviews

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Strategy 6

Implement school wide TEKS based tutorials.

Strategy's Expected Result/Impact: Student assessment data, student sign in sheets

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 7

A computer classroom aide will continue to be employed in order to provide students and teachers with appropriate technology instruction.

Strategy's Expected Result/Impact: master schedule

Staff Responsible for Monitoring: technology aide, principal

Funding Sources: Technology Paraprofessional State Compensatory Education, \$17,313

Formative Reviews

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Strategy 8

Implement the writing process and writing folders.

Strategy's Expected Result/Impact: Scoring the writing folders periodically throughout the school year.

Staff Responsible for Monitoring: Teachers, Administrators

Formative Reviews

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Strategy 9

All grade levels will use writing across the curriculum.

Strategy's Expected Result/Impact: lesson plans, classroom observations

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Strategy 10

Increase math vocabulary.

Strategy's Expected Result/Impact: lesson plans, classroom observations

Staff Responsible for Monitoring: Teachers, Administrators

Formative Reviews

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Strategy 11

Implement before and after school tutoring based on benchmark and checkpoint results to individualize each student's needs.

Strategy's Expected Result/Impact: student assessment data, tutorial sign in sheets with detailed plan of action

Staff Responsible for Monitoring: Teachers, Administrators

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Strategy 12

Implement schoolwide math and reading interventions based on benchmark and checkpoint assessments.

Strategy's Expected Result/Impact: Report cards, student assessment data

Staff Responsible for Monitoring: Teachers, Administrators, Counselor

Formative Reviews

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Strategy 13

Implement the Lexia Lab, Accelerated Reading and Math, Progress Learning, Patterns of Power, Get More Math, IXL Learning, Lowman Education, Lone Star Learning, and mClass to help struggling readers perform at grade level math and reading.

Strategy's Expected Result/Impact: Student assessment data

Staff Responsible for Monitoring: Principals, Teachers, Aides

Funding Sources: ELL Student Programs Local Funds, \$14,500

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Strategy 14

Teachers will engage students on developing math problem solving strategies daily.

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

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews

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Strategy 15

Teachers will implement best practices in every classroom to increase academic vocabulary.

Strategy's Expected Result/Impact: Walk through observations

Staff Responsible for Monitoring: Teachers & Principals

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Strategy 16

Teachers will display and track student data.

Strategy's Expected Result/Impact: Walk through observations

Staff Responsible for Monitoring: Teachers & Principals

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Strategy 17

Objectives will be posted and discussed daily.

Strategy's Expected Result/Impact: Walk through observations

Staff Responsible for Monitoring: Teachers & Principals

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Strategy 18

All staff will receive continual professional development to target the needs of EB students.

Strategy's Expected Result/Impact: Student assessment data, walk through observations

Staff Responsible for Monitoring: Teachers & Principals

Funding Sources: Staff Development Local Funds, \$5,000

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Strategy 19

Employ teachers to provide intense and rigorous instruction to students to meet (ESSA) and (ESSER II and III) goals.

Strategy's Expected Result/Impact: lesson plans, master schedule, Powerwalk data

Staff Responsible for Monitoring: Principals

Funding Sources: Title I Highly Effective Teachers Title I, Part A (211), \$99,530, Title I Highly Effective Teacher Title II, Part A (255),

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Strategy 20

Employ a library aide to assist students with library needs

Strategy's Expected Result/Impact: master schedule

Staff Responsible for Monitoring: Principals

Funding Sources: Library Aide State Compensatory Education, \$26,958

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Strategy 21

Students will complete checkpoints regularly throughout the school year using DMAC following the campus calendar. The data from these checkpoints will be used to lead instruction and address low TEKS.

Strategy's Expected Result/Impact: Checkpoint Data through DMAC

Staff Responsible for Monitoring: Administrators and teachers

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Performance Objective 2

Enrichment activities for the successful learner will be provided to raise the order of thinking and application of new knowledge and skills at higher levels.

Evaluation Data Source: Questions asked by both students and teachers, student created products, integration of new technology to connect school with home, number of participants in the academic UIL meet and the Gifted and Talented program.

Strategy 1

Through the implementation of TEKS Resource System and the increased rigorous instructional focus, both teachers and students will ascend the order of critical thinking with higher order questions.

Strategy's Expected Result/Impact: Teacher and administrative observation and lesson plans

Staff Responsible for Monitoring: Teachers and students

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Performance Objective 3

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

Evaluation Data Source: Dublin Elementary 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 STAAR/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

Develop a 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 development

Staff Responsible for Monitoring: Principals, counselors

Formative Reviews

Strategy 5

Highly effective teachers will be employed to provide rigorous instruction to students in reading and math.

Strategy's Expected Result/Impact: lesson plans, master schedule, Powerwalks

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

Goal 2

Dublin Elementary School will increase school spirit, community pride, and involvement through the cooperative effort of all stakeholders in celebrating student success.

Performance Objective 1

100% of parents of DES students will have opportunities to participate in school events and programs.

Evaluation Data Source: Attendance logs at such events as Meet the Teacher, Parent Conferences, PTO events, awards assemblies, media coverage, Campus Facebook page, newspaper articles, website postings, Elementary Field Day, Family Picnic, class parties, and the Fall Festival.

Strategy 1

Submit a monthly article to the local Newspaper for campus information and updates.

Strategy's Expected Result/Impact: Article in Newspaper

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 2

Revise annually the campus school-parent-teacher compact; provide in English and Spanish.

Strategy's Expected Result/Impact: Site Base Committee agenda, minutes, and compact

Staff Responsible for Monitoring: Administrators, Site Base Committee

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Strategy 3

Conduct at least four Site Base Decision Making Committee meetings, which will include parents, business and community members, staff, and a staff member with the primary responsibility for educating students with disabilities.

Strategy's Expected Result/Impact: Site Base Committee Agenda and minutes

Staff Responsible for Monitoring: Administrators, Counselor, and Staff

Formative Reviews

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Strategy 4

Revise annually the campus parent involvement policy; provide in English and Spanish.

Strategy's Expected Result/Impact: Site Base Committee agenda, minutes, and parent involvement policy

Staff Responsible for Monitoring: Administrators, Site Base Committee

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Performance Objective 2

100% of the students' parents/guardians will receive a personal contact from a teacher through a phone call, parent conference, or an email.

Evaluation Data Source: faculty communication log

Strategy 1

Conduct a meet the teacher night/Title I schoolwide parent meeting to inform parents of the school's participation in Title I, Part A as well as the rights/requirements of parental involvement.

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

Staff Responsible for Monitoring: Administrators, Teachers

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Strategy 2

Parent/Teacher conferences for all students held each semester.

Strategy's Expected Result/Impact: faculty communication log

Staff Responsible for Monitoring: Administrators, Teachers

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Strategy 3

Awards Assembly, Title I Parent Meeting/ Meet the Teacher, Book Fair, Class Parties, Music Programs, Fall Festival, Family Picnic

Strategy's Expected Result/Impact: Sign-in sheets, faculty communication logs, provide community newspaper end of semester accomplishments.

Staff Responsible for Monitoring: Administrators, Teachers

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Strategy 4

Bilingual Summer School Parent Meeting

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

Staff Responsible for Monitoring: Teachers, Administrators

Formative Reviews

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Goal 3

Dublin Elementary School will ensure that all staff members are highly effective(ESSA) and that each receives high-quality, ongoing staff development/training.

Performance Objective 1

All core academic classes will be taught by Highly Effective(ESSA) teachers, and DES will provide/require attendance of research based staff development for professional and paraprofessional staff to ensure the highly qualified status for all staff.

Evaluation Data Source: Annual Effective(ESSA) teacher report, personnel training certificates, sign-in sheets

Strategy 1

All newly hired teachers in core subject areas will meet the requirements of highly effective prior to employment.

Strategy's Expected Result/Impact: Employment Applications, College Transcripts

Staff Responsible for Monitoring: Superintendent

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Strategy 2

Continue professional learning communities and content meetings to provide curricular and instructional dialogue between staff members.

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

Staff Responsible for Monitoring: Principal, All Staff

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Strategy 3

All bilingual teachers will receive ongoing staff development.

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

Staff Responsible for Monitoring: Administrators, Teachers

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Strategy 4

All staff will receive ELP's and sheltered instruction training.

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

Staff Responsible for Monitoring: Administrators, Teachers

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Strategy 5

All new teachers are assigned a mentor teacher.

Strategy's Expected Result/Impact: Open discussions with AP/Principal. Meetings with Mentor teacher.

Staff Responsible for Monitoring: Teachers & Principals

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Strategy 6

We will continue to employ bilingual instructional paraprofessionals.

Strategy's Expected Result/Impact: teacher certification records

Staff Responsible for Monitoring: Principal

Funding Sources: Bilingual Paraprofessional BIL/ESL State Mandated Funds, \$88,446

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Performance Objective 2

Recruitment activities will be conducted through participation at job fairs, posting vacancies on the DISD website and other sites and organizations.

Evaluation Data Source: Highly effective(ESSA) personnel report

Strategy 1

Attend job fairs, contact universities, advertise, and recruit from teacher certification programs to secure highly effective personnel

Strategy's Expected Result/Impact: Personnel Reports

Staff Responsible for Monitoring: Principal, Curriculum Director

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Strategy 2

Continue to recruit bilingual certified teachers.

Strategy's Expected Result/Impact: Personnel Reports

Staff Responsible for Monitoring: Principal, Curriculum Director

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Performance Objective 3

DES will provide opportunities for teachers to attain ESL certification.

Strategy 1

Encouraging all teachers to add ESL certification.

Strategy's Expected Result/Impact: Teacher certification records

Staff Responsible for Monitoring: Administrators, Curriculum Director

Formative Reviews

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Goal 4

Dublin Elementary School will provide a safe, secure, and supportive environment for students to learn and staff to teach by maintaining and planning for all facility needs.

Performance Objective 1

The school buildings and grounds will be maintained in a safe manner providing a supportive environment for students to learn and staff to teach.

Evaluation Data Source: Regular inspection and prompt submission for repairs and improvements.

Strategy 1

Work orders will be turned in for repairs as needed and repairs will be made in a timely manner.

Strategy's Expected Result/Impact: Completed work orders

Staff Responsible for Monitoring: All staff

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Performance Objective 2

100% of Dublin Elementary School staff and students will be safe and protected during all school events and activities, on or off campus.

Evaluation Data Source: Discipline Reports, Safety Drill Reports, Parent Surveys

Strategy 1

Continue contracts for School Resource Officer to ensure campus safety and assist in disciplinary incidences as needed.

Strategy's Expected Result/Impact: discipline reports

Staff Responsible for Monitoring: Administrators, SRO

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Strategy 2

Ensure student and staff safety through the use of Sentinel for Behavior Threat Assessments, weekly door logs, monthly AED checks, and regular safety drills as required by district calendar.

Strategy's Expected Result/Impact: Sentinel Documentation

Staff Responsible for Monitoring: Administrators, all staff

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Strategy 3

All visitors check in at office and receive a visitor's pass

Strategy's Expected Result/Impact: Visitor sign-in sheet

Staff Responsible for Monitoring: All Staff

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Strategy 4

DES will continue the employment of a school nurse.

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

Staff Responsible for Monitoring: superintendent

Funding Sources: School Nurse State Compensatory Education, \$22,214

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Strategy 5

DES will conduct training for the prevention, identification, response to and reporting of bullying.

Strategy's Expected Result/Impact: Staff meeting agenda and minutes

Staff Responsible for Monitoring: Administrators, Counselor, and staff

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Strategy 6

DES will use "Check-In", the school visitor software program.

Strategy's Expected Result/Impact: Visitor pass that has been screened to eliminate sexual predators.

Staff Responsible for Monitoring: Administrators

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Strategy 7

Dublin ISD is continuing to implement the Guardian Program on the Dublin Elementary campus.

Staff Responsible for Monitoring: superintendent/principals

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Performance Objective 3

100% of Dublin Elementary Staff will focus on building positive relationships with students, parents, and campus/district staff.

Evaluation Data Source: staff, student, parent surveys

Strategy 1

Continue PTO

Strategy's Expected Result/Impact: parent involvement calendar

Staff Responsible for Monitoring: Principal, Teachers

Formative Reviews

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Strategy 2

Continue the student mentoring program partnership with the High School.

Strategy's Expected Result/Impact: volunteer logs

Staff Responsible for Monitoring: Administrators, teachers

Formative Reviews

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Strategy 3

Continue Awards Assemblies

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

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews

Strategy 4

Continue participation in Red Ribbon Week to encourage drug free commitments, school spirit, and leadership skills.

Strategy's Expected Result/Impact: weekly agenda

Staff Responsible for Monitoring: Counselor, Administrators, Staff

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Strategy 5

Continue new teacher mentoring program.

Strategy's Expected Result/Impact: Powerwalk Data

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews

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Strategy 6

Continue to implement parent meeting to explain the summer school program.

Strategy's Expected Result/Impact: Agenda, sign-in sheet, minutes from meeting

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews

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Goal 5

Dublin Elementary School will provide age appropriate career planning and counseling necessary for college and career readiness.

Performance Objective 1

Students will become aware of the opportunities awaiting them in college and careers.

Evaluation Data Source: The counselor will provide career and college readiness counseling to all students.

Strategy 1

The counselor will discuss careers and higher education through guidance lessons.

Strategy's Expected Result/Impact: lesson plans

Staff Responsible for Monitoring: Counselor

Funding Sources: Counselor State Compensatory Education, \$74,550

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Goal 6

Dublin Elementary School will provide all students with appropriate special services required for student achievement of appropriate performance standards set by both state and federal accountability systems.

Performance Objective 1

All students will be monitored diagnostically and prescriptively in order to be provided an appropriate and challenging educational placement so they can successfully achieve all local, state and federal standards.

Evaluation Data Source: Staff will meet in grade level meetings at the conclusion of all grading periods to diagnostically and prescriptively assess student success from all recent data. Appropriate interventions and enrichment activities will be adjusted and implemented as indicated.

Strategy 1

Teachers will meet by grade level and with intervention specialists as indicated to reconcile strategies necessary for struggling learners to become successful.

Strategy's Expected Result/Impact: Minutes of meetings, changes in intervention schedules, adjustment to student placement strategies.

Staff Responsible for Monitoring: Teachers, intervention specialists, administration

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Strategy 2

Implement a revised RTI (Response to Intervention) process for students needing supplemental intervention or enrichment.

Strategy's Expected Result/Impact: student assessment reports

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: Intervention Aide Local Funds, \$18,006

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Strategy 3

Implement TEKS based before and after school tutoring program to assist students with mastery of content.

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

Staff Responsible for Monitoring: Principal, Teachers

Formative Reviews

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Strategy 4

Continue TEKS based in school tutorials.

Strategy's Expected Result/Impact: Sign-in sheets, grade reports, assessments

Staff Responsible for Monitoring: Principal, Teachers

Formative Reviews

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Strategy 5

Continue GT program for gifted and talented students

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

Staff Responsible for Monitoring: Principal, GT teacher

Formative Reviews

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Strategy 6

Coordinate federal, state, and local services and programs and integrate with the schoolwide program

Strategy's Expected Result/Impact: SBDM meeting agenda, sign-in, and minutes, list of programs by campus

Staff Responsible for Monitoring: Administrators, Site Base Team, ESC

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Strategy 7

Conduct preschool registration/round-up to assist children in the transition from early childhood programs to elementary school.

Strategy's Expected Result/Impact: registration information

Staff Responsible for Monitoring: Principal, Early Childhood & Pre-K teachers

Formative Reviews

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Strategy 8

Coordinate and integrate Title I, Part A schoolwide services with other educational services such as LEP programs, Special Education programs, Migrant programs, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Strategy's Expected Result/Impact: schedules, agendas and minutes of planning meetings

Staff Responsible for Monitoring: Administrators, Site Base Team

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