

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held September 13, 2021, beginning at 6:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

Per Policy BE(LEGAL) and the impending arrival of Tropical Storm Nicholas, the Board Meeting is postponed until Wednesday, September 15, 2021 at 6:30pm.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

During the course of this meeting the Board of Trustees may determine that a closed meeting of the Board of Trustees is required, to discuss the items set forth below. Such closed meeting is authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The closed meeting will be held by the School Board at the date, hour and place indicated in this Notice/Agenda or as soon after the commencement of the meeting covered by this Notice/ Agenda as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to, the sections and purposes covered by the following sections of the Texas Government Code: 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.083, 551.084. Should any final action, decision or vote be required with regard to any matter considered in closed session, the final action, decision or vote shall be in the open meeting, or at a subsequent public meeting, with notice.

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The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, September 10, 2021 at or before 4:30 p.m.

DISD complies with Title II and will make efforts to ensure that board meetings are accessible to qualified individuals with disabilities by furnishing appropriate auxiliary aids and services and making reasonable accommodations. Contact the Asst. Supt. for Administration at (281) 229-6024 should you need accessibility.

A handwritten signature in black ink, reading "C. Voelkel". The signature is fluid and cursive, with a large, stylized "C" and "V".

Carla Voelkel

Superintendent of Schools

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Public Comment: Agenda Items

Agenda Item: Carla Voelkel

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening regarding agenda items per HB 2840. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Open Forum

Agenda Item: Carla Voelkel

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received. Each will be limited to no more than three minutes. No one may begin addressing the Board thirty minutes from this time.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: September 13, 2021

Item Title: Big Impact Award

Agenda Item: Kimberly Rich

Background Information:

The Big Impact Award is an employee recognition award given once per month to individuals who make an impact by going above and beyond the call of duty. Honorees are nominated by peers, supervisors, or community members.

Big Impact Award Honorees exemplify these attributes:

1. Provides outstanding service to others
2. Assists others beyond normal expectations
3. Creates a positive impression of their department
4. Sacrifices their time and energy for the "Gator" good
5. Acts with honesty and integrity at all times

Maggie Burk, Coordinator of Evaluation & Related Services, Special Programs

- I am writing to nominate Maggie Burk for the BIG Impact Award for September 2021. I'm going into my third year here in Dickinson ISD and each year I have witnessed Maggie raise the bar and rise to the challenges that arise every day. She works tirelessly to ensure that each team member on the various teams in Special Programs has what they need to succeed - and by this, I mean that she works to make sure that everyone has what they need to ensure that STUDENTS have what they need because she lives the motto: "Whatever the student needs IS our job description!" This year, Maggie has stepped up and excelled at building a strong team that works to deliver excellence, to make sure that we all thrive! She believes in inclusivity for all and that we will all succeed because we are in this together and we are all better together! During the challenges of the previous school year, she personally took the time to check on everyone and she listened to the needs of the team to help us all cope and deliver on our promise to do what's best for kids! She leads by example and I am honored to nominate her for all of the things she does every single day to help others succeed. Whether it is a sticky note with a warm message, a postcard with well wishes, or even sweet treats and coffee - she faces each day with a positive attitude and makes thriving her mission for all of us! Maggie Burk makes a BIG Impact in Dickinson ISD every day!

- Last year was my first year in the district, and Maggie served as an amazing leader but it was more behind the scenes. With her role shifting somewhat, I have the opportunity to interact with her leadership much more directly. She has done an amazing job prepping the assessment team for the upcoming school year and encourages us to THRIVE. I am so lucky to get to learn from her. She is constantly sending shout outs to our staff and is a firm believer in collaboration (no matter your experience level). She listens to new ideas, and I am so excited to continue to work with her.
- I nominated Maggie because I am a new employee to the district and Maggie checks in with me as well as keeps an open door policy to ensure I am learning and growing every day. I am not from Dickinson but she made me my first shirt so that I could get into the spirit of the district and she consistently provides opportunities for me to feel included with my more seasoned co-workers.
- Maggie has been very patient with the interns as we settle into our first year in the field. She always takes the time to address our concerns, even when her to-do list is a mile long. Furthermore, she takes the initiative to work on team building and "fluff" even though she is not a "fluffy" person. Her efforts are greatly appreciated!

Justin Duffey, Electrician, Operations & Facilities

- Justin Duffey is an Electrician in Operations for DISD. He was extremely helpful in installing a projector in my office. It's a project 15 years in the making (LOL). Justin had to troubleshoot and go the extra mile because the sound was not cooperating. He wouldn't give up until he solved the problem. I just want him to know that I really appreciate his work ethic, determination, and friendliness. He is awesome! Glad he works with us in DISD!

Jamie Garcia, Librarian, Dunbar Middle School

- Jaime comes to campus every day with a smile on her face and positive words for anyone who needs to hear them. She is not only our librarian, she is our computer lab teacher, she is our technology go-to, she is our GT coordinator, she is our resource guide for anything and everything on campus, and she does all of this while making sure our students get the books they love to read. She not only dedicates her time to our students but to all of the staff as well. If anyone deserves to be recognized for an award like this, it is this amazing lady we get to...NO...LOVE TO call our co-worker!

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have one (1) resignation(s): one (1) Teacher at Hughes Road Elementary
- We have one (1) retirement(s): one (1) Teacher at Jake Silbernagel Elementary

Recommendation:

The Superintendent recommends the employment and ratification of the resignations/retirement of the above personnel.

Action Item: √ Yes _____ No

Motion made by _____ **seconded by** _____ **vote** _____

BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Appointment of the Director of DISD Education Foundation.

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Director of DISD Education Foundation

Recommendation:

The Superintendent, Deputy Superintendent for Educational Services, and the Executive Director of Human Resources recommend the appointment of Tamara Sherrod as the Director of DISD Education Foundation.

Action Item: √ Yes No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Written Reports

If a request to pull a Written Report is not received by the afternoon of the Board meeting, the report writer will not be in attendance and President Swartz will move to the next item.

Background Information:

Written Reports

- Human Resources Report
- Summer School Programs/Evaluation of Bilingual/ESL Programs Report
- Summer Professional Development
- CTE Certifications
- Tax Report for July, 2021 and Year to Date
- Accountability Update
- Advanced Placement/Dual Credit

Recommendation:

Information only.

Action Item: _____ Yes √ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 13, 2021

Item Title: Human Resources Annual Report

Agenda Item: Kimberly Rich

Background Information:

Human Resources Annual Report attached.

Recommendation:

Information only

Action Item: _____Yes √ No

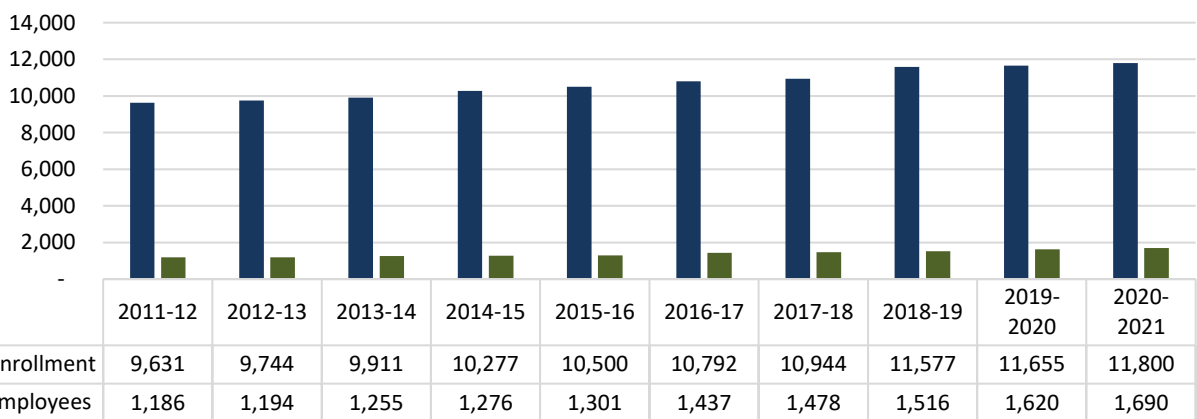
DICKINSON INDEPENDENT SCHOOL DISTRICT
Department of Human Resources Report to the Board of Trustees
September 13, 2021

INTRODUCTION

Dickinson ISD will recruit, develop, and retain a diverse and effective staff committed to personal professional growth focusing on student success. The mission of the DISD Human Resources Department is to provide the highest degree of service and support so all employees can fulfill their responsibilities to Dickinson ISD students.

DISD employs approximately 1,690 full-time qualified staff members committed to providing a quality education to over 11,800 students. Using PEIMS data, the chart below reflects the increase in student enrollment and increased staffing needs over the past ten years.

Student Enrollment/DISD Employment Comparison



DISTRICT STAFFING

District administrators continuously monitor student enrollment and class size to ensure efficiency with staffing. The Superintendent, Deputy Superintendent for Educational Services, Executive Director of Human Resources, campus principals, and other district directors meet in the early spring to make staffing projections for the next school year. Positions are based on campus and department needs, demographic information, and district initiatives so that each area will be adequately staffed. The changes listed below identify the staffing decisions made in the spring of 2021 for the 2021-2022 school year.

Administrative/Special Programs/Technology Support

Director of Fine Arts	0.50
Curriculum Coordinator	1.00
Facilities Project Assistant	1.00
Coordinator of Purchasing	0.50
Special Programs Curriculum & Instructional Specialist	1.00
Occupational Therapist	1.00
Speech Therapist	1.00
Administrative/Technology Support Net Change	6.00

Campus Administrative/Professional Support	
DMS Special Programs Facilitator	1.00
Campus Administrative/Professional Support Net Change	1.00
Campus Teaching Positions (Teacher, ARDCF, Counselor, Nurse, Librarian)	
Dickinson High School	5.00
DCC/DALC	0.00
McAdams Junior High	1.00
Kranz Junior High	0.00
Dunbar Middle School	1.00
Barber Middle School	1.00
Lobit Middle School	2.00
K.E. Little Elementary	1.00
Lobit Elementary	2.00
Silbernagel Elementary	0.00
Hughes Road Elementary	1.00
Bay Colony Elementary	0.00
San Leon Elementary	2.00
Calder Road Elementary	2.00
Campus Teaching Positions Net Change	18.00
Paraprofessional (Instructional)	
Dickinson High School	4.00
DCC/DALC	0.00
McAdams Junior High	2.00
Kranz Junior High	0.00
Dunbar Middle School	5.00
Barber Middle School	2.00
Lobit Middle School	3.00
K.E. Little Elementary	4.00
Lobit Elementary	2.00
Silbernagel Elementary	3.00
Hughes Road Elementary	1.00
Bay Colony Elementary	2.00
San Leon Elementary	3.00
Calder Road Elementary	2.00
Paraprofessional (Instructional) Net Change	33.00
Paraprofessional (Clerical)	
Human Resource Generalist	1.00
Paraprofessional (Clerical) Net Change	1.00
Auxiliary Departments	
Gator Academy	0.25
Food & Nutrition Services	-1.00
Maintenance (Operations)	1.00

Custodial	0.00
Transportation	0.00
Auxiliary Departments Net Change	0.25

ARP ESSER III Funding

To meet the loss of learning for students during the 2020-2021 school year, the district has used ESSER III money to hire new staff members, including additional campus personnel—bilingual paraprofessionals and multipurpose aides, additional part-time tutors and a district curriculum coordinator. Additionally, ESSER funds will be used to pay the salaries for an assistant position at the Gator Hope Clinic as well as various counseling positions to support student mental health issues.

Calendar/Paygrade/Stipends

As the district continues to grow, we analyze duties and responsibilities and as such increased employee work calendars and/or adjusted paygrade to accurately reflect current trends. The District also reviews stipend requests and the need for additional or special assignments – Technology Liaison, Lead Librarian, and Child Find Team Lead).

Additional Staffing

During the summer and as the school year begins, priority objectives – safety, student success, teacher retention, class size enrollment, etc. – are monitored to determine if additional staff or changes to the current assignments are needed. Decisions to add or reassign staff are made in an effort to provide quality educational opportunities for all students throughout the district.

As of Tuesday, September 7, 2021, no additional positions have been approved. We are, however, closely monitoring enrollment numbers, specifically at the elementary campuses.

RECRUITMENT AND SELECTION

It is the goal of the Human Resources Department to attract, hire, and retain well-trained, certified and highly-qualified teachers and to support personnel who will positively impact DISD students. Assisting each campus and department in meeting their staffing needs is the primary focus of our department. The HR Department works closely with the Superintendent, Deputy and Assistant Superintendents, campus principals, directors, and budget managers to effectively hire and retain quality personnel.

Number of New/New to DISD Teacher Hires by Assignment (as of 8/26/2021)

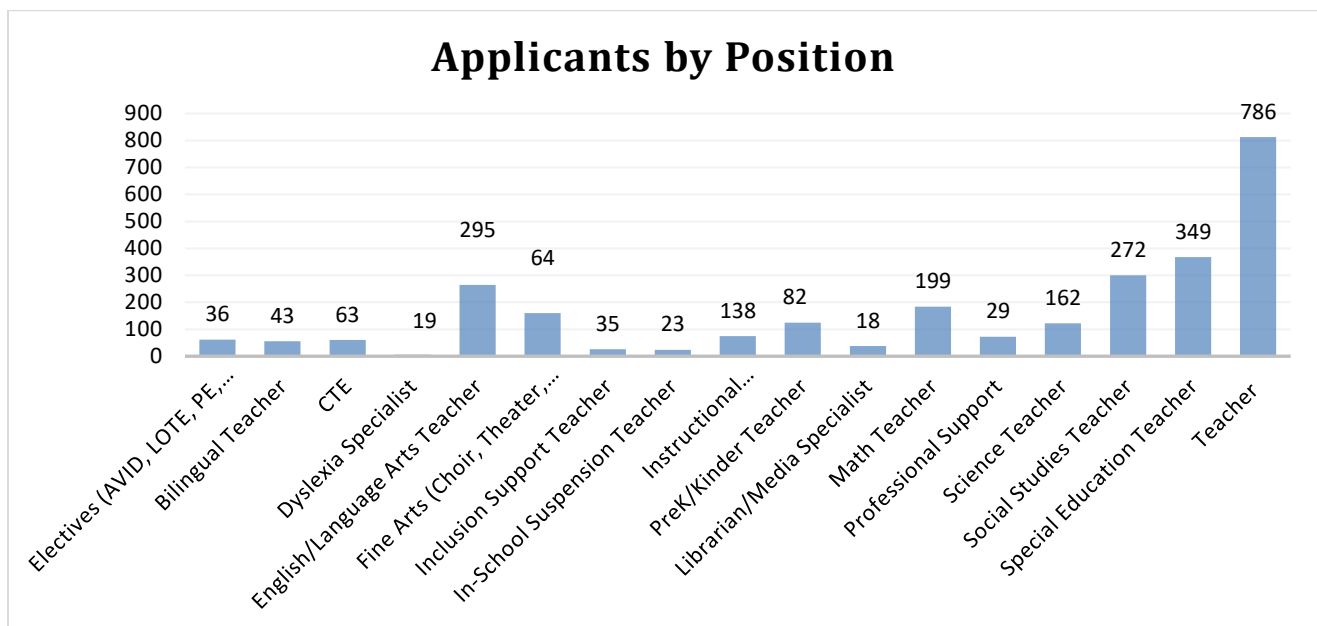
Assignment	Number
PPCD/Pre-K	2
Kindergarten	6
Grade 1	7
Grade 2	5
Grade 3	12
Grade 4	13
ELA/Reading	25
Math	13
Science	8
Social Studies/History	9
Bilingual/ESL (any grade level)	5
Dyslexia	5

CTE	10
Art/Theater Arts	3
Band/Choir	3
LOTE	2
PE/Dance/ISS	2
Special Education	24
Instructional/Behavior Coach	5
Other Electives (AVID/Athletic Trainer/ROTC)	2
Total	161

Number of Applicants Available for Each Professional Position

For the 2021-2022 school year, job vacancies were posted by March 1, 2021. From 3/1/2021 through 08/25/2021, approximately 3,304 applications were submitted for positions associated with the teacher salary schedule and/or professional support positions. The generic teacher count is an overall grouping of the teacher postings for each elementary and middle school campus. Professional Support includes nurses, counselors, librarians, LSSP, Diagnosticians, OT/PT, etc. In addition to the 193 new hires processed and the 543 Personnel Action (PA) items based on funding/budget changes.

The chart below reflects an overall summary of the applicants available for each professional position associated with the Teacher Salary Schedule.



Number of New Teachers Hired Not Fully Certified for Assignment

Approximately **16%** of the new/new to DISD teacher hires are not fully certified to teach in the state of Texas. The majority of the teachers not fully certified are in an Alternative Certification Program (ACP).

Out-of-State	2
Alternative Certification Program	24

NEW HIRES

In order to increase efficiency, the hiring process is conducted virtually. New employees were required to complete the entire process online – application, new employee orientation, I-9 verification, W-2, direct deposit, etc.

Teachers

When new positions are approved by the Superintendent, vacancies are posted on the DISD website, district job board, Region 4, and at each campus. Campus administrators are able to view applications and résumés through an online system. Interviews are scheduled with applicants considered the most talented based on the following criteria:

- appropriate certification for the position
- education and training in the field
- acceptable references, including previous supervisors
- assessment of quality, as well as quantity, of previous experience in a related assignment
- availability for employment

After a suitable candidate is identified, an employee recommendation form is electronically submitted to the HR office. The applicant's file is reviewed for the required certification, effective teaching criteria, criminal background check, and acceptable reference and supervisory checks. A list of newly contracted employees is presented to the Board each month for final approval.

Paraprofessionals

When new positions are approved or vacancies occur, job opportunities are posted on the DISD website, district job board, and at each campus. All paraprofessionals with instructional duties in the classroom are to meet a rigorous standard, which may be demonstrated through a formal assessment of skills or through postsecondary training. Clerical applicants must complete a computer competency exam to be eligible for hire.

Newly employed paraprofessionals are to meet these requirements prior to employment or recommendation. Campus and department administrators arrange interviews and perform reference checks. An electronic recommendation form is submitted to HR, and then the applicant's file is reviewed for the required paraprofessional certification, criminal background check, and acceptable reference and supervisory checks.

Auxiliary Departments (FNS/Transportation/Operations & Facilities)

The auxiliary departments utilize the online application system. The HR Department posts vacant positions, but each department is responsible for scheduling interviews and performing reference checks. After an auxiliary position is recommended for hire, the HR Department processes the necessary paperwork and forwards compensation information to the Business Department. Non-certified employees hired by the District on or after January 1, 2008 are required by Senate Bill 9 to submit fingerprint information to the Texas Department of Public Safety before they may begin employment with the District.

DICKINSON TEACHER APPRAISAL SYSTEM

The 2020-2021 school marks the last year for the Dickinson Teacher Appraisal Process (DTAS) as the formal appraisal system for teachers of Dickinson ISD. Beginning with the 2021-2022 school year, DISD will move forward with the full implementation of the state adopted appraisal system, Texas Teacher Evaluation and Support System. The appraisal process is to be used for continuous professional growth through ongoing feedback and support, which results in refinement of knowledge, skills, and practices that impacts student performance.

Teach for Texas, sponsored by the Texas Education Agency, houses multiple training and teacher resources in order to successfully implement T-TESS. All 2021-2022 teachers are required to attend a six-hour campus-based T-TESS orientation. Administrators and teachers complete self-reports, walk-through forms, and conference summaries using an online system. Immediate feedback to the teachers will improve the appraisal process for all stakeholders.

The Teacher Incentive Allotment (TIA) is a key part of House Bill 3, dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Developing a local teacher designation system requires significant planning, robust stakeholder engagement, adequate time to prepare all necessary materials for rollout, and a strong communication plan prior to the first implementation year. Therefore, DISD will establish a committee of teachers and administrators to explore TEA guidelines, examine other ISD sample plans and develop a local proposal aligned with the DISD Strategic Plan.

STATE AND FEDERAL CERTIFICATION

Professional employees of DISD must meet state and federal certification requirements. Campus administrators, teachers, counselors, and librarians are determined eligible for a contract by maintaining certification through TEA/SBEC.

ESSA Requirements

The HR Department monitors the effective teaching status of the teachers and paraprofessionals to ensure each is appropriately assigned to their respective positions. Monitoring each professional and paraprofessional employee's (teachers, counselors, librarians, LSSP/Diagnosticians, principals, etc.) certification is a key component in this process. Not only is the certification verified prior to employment, but the HR Department annually reviews all certifications for expiration and notifies employees of status. Certifications are monitored monthly to ensure employees are completing the required renewal process.

Continuing Professional Education (CPE) Requirements

Dickinson ISD is committed to ensuring that all personnel have the relevant knowledge, skills, and expertise to perform their work to consistently meet high standards and to increase student achievement. The district recognizes that training and development are fundamental to ensure the quality of its services to students. The district supports a culture of lifelong learning and encourages employees to take ownership of their own professional development.

District Requirements for Professional Development

The district embeds four days or 24 hours of professional development within the teacher calendar. The expectation is that the teacher will complete a minimum of 24 hours of professional learning in exchange for paid time. The district provides multiple learning opportunities throughout the summer and outlines acceptable professional learning opportunities, guidelines, deadlines, and norms. The employee is allowed to select professional development, workshops, conferences and college courses that address priority objectives in their campus improvement plans.

SBEC Requirements for Professional Development (Certification Renewal):

All classroom teachers are required to complete at least 150 clock hours of Continuing Professional Education (CPE) during each five-year renewal period. Administrators are required to complete at least 200 clock hours of CPE credit during each five-year renewal period. Professional employees are encouraged to complete a minimum of 30-50 clock hours of CPE each year of the renewal period.

STATE AND FEDERAL REQUIREMENTS

The Texas Education Agency implemented TWO (2) new requirements during the 2019-2020 school year – *Do Not Hire Registry* and *The Drug and Alcohol Clearinghouse*. Both provide an additional layer of safety with regards to an employee's criminal history status.

Do Not Hire Registry

The 86th Texas Legislature passed House Bill 3 to further protect the safety and welfare of Texas students by requiring schools to report to TEA when there is evidence that a non-certified employee abused or was involved in an inappropriate relationship with a student or minor and, creating a registry of individuals who are not eligible for hire in a Texas public school based on misconduct or criminal history. School districts are required to run a query on all new hires to the district upon recommendation. School districts are also required to run an annual query on all current employees, usually in January, for an annual review.

Drug and Alcohol Clearinghouse

Beginning January 6, 2020, all school districts and all CDL holders (including school bus drivers and white fleet drivers that hold a CDL) were required to register in the Drug and Alcohol Clearinghouse. The Clearinghouse is a secure online database that provides employers, The Federal Motor Carrier Safety Administration (FMCSA), state driver licensing agencies, and state law enforcement personnel real-time information about commercial driver's license (CDL) and commercial learner's permit (CLP) holders' drug and alcohol program violations. The Clearinghouse will contain records of violation of drug and alcohol prohibitions, including positive drug or alcohol test results and test refusals. When a driver completes the return-to-duty process and follow-up testing plan, this information will also be recorded in the Clearinghouse. School districts are required to run a query on all new hires that either have a CDL or will be applying for a CLP to get a CDL. School districts are also be required to run an annual query on all existing CDL holders.

NEW TEACHER ORIENTATION

All teachers new to the district receive three and a half days of professional development before school starts. Training is provided by campus and district instructional leaders and departmental directors. Day 1 includes a half-day of training on how to effectively use our newly adopted online learning platform called Schoology. Day

2 training topics include – Insurance & Benefits, Payroll, DISD Employee Handbook, and instructional tools and resources. On Day 3, teachers will receive extensive training on Restorative Practices, a transformational approach to developing teacher-student relationships, resulting in increased instructional time and a decrease in student management issues. On Day 4, teachers receive training from the Technology Department, Special Programs Department, and At-Risk director (7 Steps to a Language Rich Classroom/ELPS). If the teacher is new to the profession and beginning their first year, they will receive an additional half-day of new hire training on Day 1 in a first-year teacher academy and mentor luncheon for a total of four days.

In addition to the four days of new to the district training, all professional staff, new and returning, will receive one week of district and campus professional development. For the 2021-2022 school year, the training schedule will include two days of content-based training provided by the curriculum specialists, two days of campus specific training as well as participation in convocation. Following the back to school professional development schedule, first-year teachers will continue to receive ongoing support at the campus and district level.

INTERNS

DISD receives many requests from university programs and college students who need to fulfill internship hours in the classroom and those students who are seeking a diagnostic license. The HR Department coordinates with university programs and campus/departments administrators to ensure these students receive the proper background check before securing a supportive education placement.

BENEFITS AND RISK MANAGEMENT

The Benefits/Risk Management Coordinator manages the employee benefits programs, such as group health insurance, supplemental benefits, and various leave programs including but not limited to Family Medical Leave, Temporary Disability, and Sick Bank Leave according to federal, state, and local guidelines.

The HR Department processes requests for employee leaves and maintains the required documentation that must accompany a request for leave. Tracking the different types of COVID leave available has increased the amount of time in assessing available leave options. There are many factors involved in determining leave eligibility. The Benefits/Risk Management Coordinator, the DISD Lead Nurse, and the Executive Director of Human Resources collaborate to establish procedures and protocols for COVID employee contact tracing and leave procedures.

Worker's Compensation and unemployment claims are processed and monitored through the HR Department. With the onset of COVID and school closures, the HR Department worked tirelessly to ensure that all unemployment claims were valid. This process was and still is a vicious cycle of approvals and denials of claims.

The Benefits/Risk Management Coordinator organizes and assists with the implementation of Preventative Health Screenings. In addition, the HR Department hosts an employee "Baby Shower" each semester to educate our prospective parents on the rules and regulations under the Family Medical Leave Act (FMLA) and on the benefits of choosing the Rosella Scott Gator Academy as their daycare of choice.

COVID-19 RELATED ISSUES

COVID-19 brought an entirely new dimension to the HR Department. The HR Department continues to seek out ways to manage the process while maintaining quality absence management control. With that being said, the DISD Board of Trustees passed a resolution that would apply up to ten (10) COVID leave days for employees who

are symptomatic and provide a negative test, alternative diagnosis or test positive for COVID-19. The COVID Leave Resolution is available to use once during the 2021-2022 school year.

The HR Department continues to be the main point of contact for COVID-19 related employee issues. The HR Department assesses the employee's symptoms, determines whether or not to quarantine, and informs employees of a return to work date. In addition, HR must verify any employees' ability and approval to work remotely from their immediate supervisor. The HR Department developed and has since modified a tracking procedure for supervisors to communicate remote work approvals.

Procedures for contact tracing and notification as well as cleaning and sanitizing protocols were developed following CDC, GCHD, TEA, and district guidelines. Efforts between the HR Department and the ADA/Adult 504 Coordinator increased in order to prepare for the return of all staff. The Coordinator of Benefits/Risk Management created a detailed spreadsheet to track the different incidents and types of leave associated with each. This process includes a great deal of documentation to ensure timely follow-ups with employees by verifying appropriate dates of exposures, test-confirmed and symptomatic cases. Daily communication is involved with the Galveston County Health District for employees reporting COVID-19 related issues as we currently complete the initial COVID-19 contract tracing form for GCHD. COVID-19 is a moving target as the logistics involved are unpredictable. The training for understanding COVID-19 has been overwhelming as updates are constantly changing and new processes are still a work in progress.

The addition of a Lead Nurse position for the district helps to ensure a comprehensive employee safety centered approach to addressing COVID-19 concerns. The Lead Nurse, in coordination with the HR Department, will train campus nurses and develop procedures for initial employee contract tracing. The HR Department, however will remain the main point of contact for all communication to GCHD. This will allow the Benefits/Risk Management Coordinator the ability to follow- up with the employee and continue to determine the employees return to work date. The district has 15 nurses for the 13 traditional campuses. In addition to the daily duties and responsibilities, campus nurses now play a critical role in the contact tracing procedures for student and employees. Due to the COVID-19 pandemic, the HR Department filled a temporary support personnel position to assist with employee COVID cases in November of 2020. The temporary position was approved as a permanent full-time HR Generalist for the 2021-2022 school year.

EMPLOYEE PERSONNEL RECORDS

The HR Department creates and maintains a file for each new employee which includes a hiring recommendation form from the principal or director, employment application, signed job description, appropriate certificates and/or licenses, service records from all educational agencies, contracts, highly qualified verification form(s), pay sheets and evaluations. Criminal History Release, I-9 Employment Eligibility forms, as well as E-Verify forms, are maintained in a separate file according to state and federal guidelines. Ensuring that all employee files are accurate and complete is an important aspect of our department. Records are reviewed periodically by the department for accuracy and made available to the Superintendent for an annual audit.

The HR Department continues to move forward with paperless personnel folders to electronic folders. All new to the district employees have an electronic folder. The information mirrors that which is in the paper version.

Personnel records for employees who have resigned or retired from DISD are scanned and archived. This system stores and organizes employee files and provides a means through which we can access district information.

SALARY INFORMATION

After the budget has been approved by the DISD Board of Trustees, wages and salaries are communicated to employees through the Employee Access Center or pay sheets that are distributed to auxiliary personnel. Any questions that employees have concerning their compensation are directed to the HR Department using a salary inquiry form. The concern is reviewed by the HR Department and forwarded to other departments if necessary. A written response is sent to the employee addressing the salary or benefit concern. All employees are able to review their demographic information, payroll records, leave bank, benefits, and compensation data through the Employee Access Center.

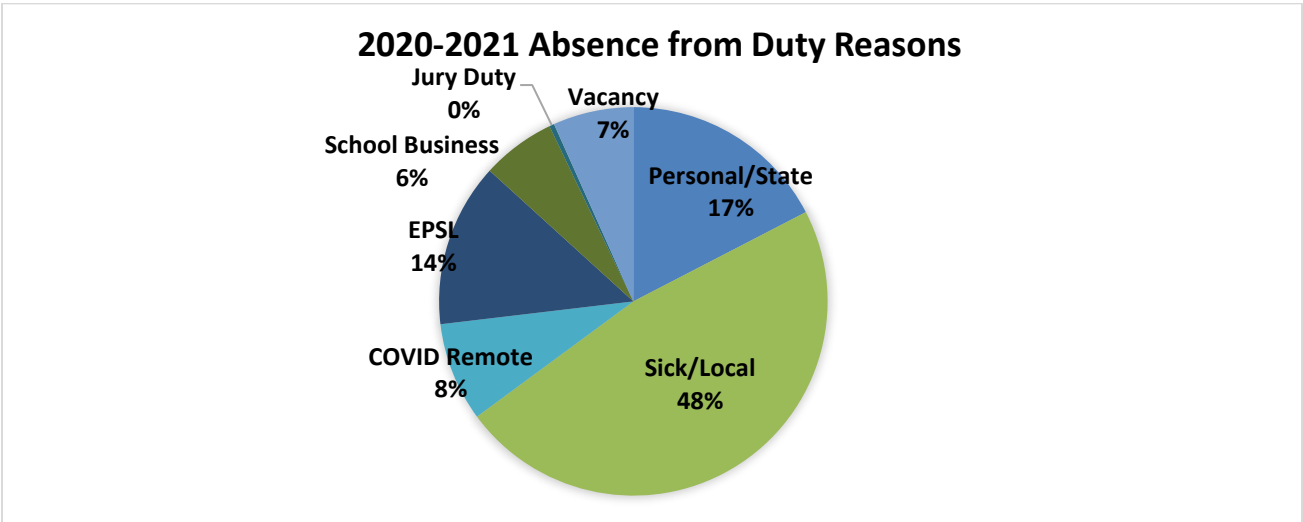
EMPLOYEE CONTRACTS

Contract proposals are initiated through the HR Department and sent to the campus principals and directors for their recommendations. All contracts are distributed to employees electronically after Board approval. DISD currently has THREE (3) employees on a continuing contract.

SUBSTITUTE TEACHERS

The HR Department is responsible for hiring and training substitute teacher/paraprofessional candidates. Scheduled orientations include at least two hours of training. Substitutes are entered into an automated substitute placement and management system called AESOP. Once their file is complete, orientation and observations are conducted and the fingerprinting process is performed. Teachers and paraprofessionals request substitutes by registering an upcoming absence in the AESOP system via the internet. Substitutes can access AESOP by internet or by phone to check the availability of substitute assignments and to get a description of a particular assignment.

The chart below reflects the Absence from Duty Reasons information for teachers in the 2020-2021 school year. The chart reflects two additional leave reasons – COVID Remote (employees approved to work remotely while in isolation/quarantine and EPSL (employees on COVID leave).



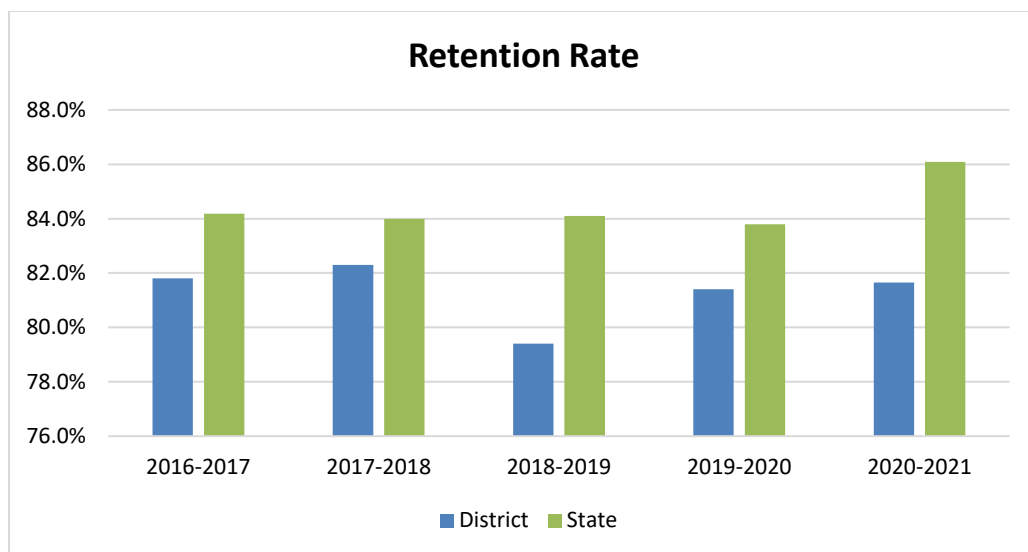
PLANS FOR IMPROVEMENT

There is nothing more important to the future of our district and the success of our schools than securing and retaining highly effective, top-quality teachers in every classroom and creating an environment where professional educators collaborate for the success of all students.

Teacher Retention

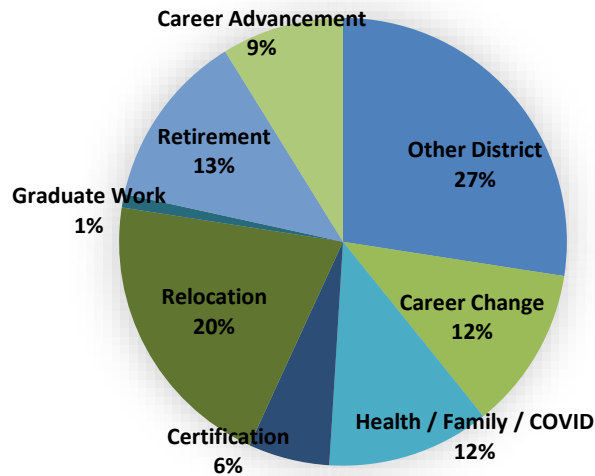
Recruiting and hiring quality teachers are important priorities for the HR Department. However, the key to achieving the District's goal of having highly effective teachers in every classroom is the retention of our best teachers who help create professional learning communities on their campuses. These teachers reflect on their practice, assess their effectiveness, collectively study areas in need of attention, and make decisions about becoming more effective in the classroom. Competitive salaries, a supportive administration, good benefits, quality mentoring, and a campus climate that supports professional learning communities will help to maintain the district's turnover rate.

The chart below reflects the district retention rate as it compares to the state retention rate for the last three years. The 2020-2021 state retention rate is not yet available.



As our district continues to grow, it is important to utilize DISD resources by reducing paperwork and handling data more efficiently. Dickinson ISD uses an online Employee Exit Survey to monitor the strengths and areas for growth as perceived by our employees who are leaving the district. This district survey will allow the HR Department and the administrative leadership team to review exit responses, analyze the feedback received, and implement changes when appropriate. Reasons charted below from the DISD exit survey reflect the 102 responses received from employees associated with the teacher salary schedule (teachers, counselors, librarians, LSSPs, and diagnosticians) from the 2020-2021 school year.

2020-2021 Reasons for Leaving DISD



CUSTOMER SERVICE

The mission of the DISD HR Department is to provide PRICEless customer service - Positive, Responsive, Intercommunicative, Courteous, Empathetic! The HR Department also continues to partner with members of the community to foster a work environment that attracts and inspires excellence in people so the district is successful in its mission. We provide quality HR services to attract, develop, motivate, and retain a diverse workforce within a supportive work environment. We do this with an emphasis on customer service based on mutual respect, courteousness, responsiveness, and positive communication with the community.

The first edition of the monthly HR newsletter, *Gator Pulse*, was released January 2020. The newsletter provides helpful information regarding benefits, wellness and safety, healthy recipe ideas, and a different customer service tip every month. The newsletter continued to be disseminated during the district closure and pandemic, allowing employees access to information regarding open enrollment, COVID testing sites, and hurricane preparedness.

The HR Department in collaboration with other departments (Benefits, Business, PEIMS, etc.) hosts a minimum of three meetings annually to further support our campus and department clerical staff members. These meetings are affectionately called, *B-Team Meetings*. The HR Department schedules and coordinates the meetings to ensure these staff members receive the critical and timely information necessary to perform their duties – attendance, travel, requisitions, substitutes, leave, etc. To further efforts to improve customer service, clerical paraprofessionals were assigned an online customer service training in EduHero beginning with the 2020-2021 school year.

COMMUNICATION & RECOGNITION

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. The HR Department collaborates with the Communications and Public Information Departments in organizing and publicizing events and recognitions. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include:

- The Big Impact Award is an employee recognition award given once per month to individuals who make an impact by going above and beyond the call of duty. Honorees are nominated by peers, supervisors, or community members and recognized at the monthly board meetings. Since February 2019, DISD has honored and recognized over 50 employees. The disruption caused by the pandemic has temporarily put a halt to this recognition. The HR Department is currently exploring alternatives to the face-to-face recognition at the monthly board meetings.
- Gator Heart is an opportunity to recognize and celebrate the impact volunteers have on Dickinson Independent School District. Service organizations, student organizations, parent groups, and individuals in the community willingly and graciously offer their time, talent, voice, and hearts to make an impact on the district. Originally, the Gator Heart recognition was set to launch April 2020, but circumstances surrounding the district closure impeded this celebration.
- The HR Department organizes service awards/employee recognition annually. Each year the Board recognizes the men and women who have contributed many years of service to the Dickinson school system. Awards are presented to those individuals celebrating their 10, 15, 20, 25, 30, 35, 40, 45, and 50 years of service with DISD. Special recognition is given to DISD employees who have retired during the past year. Employees with five years of service are recognized by their campus or department. In order to continue the tradition of honoring DISD employees for their years of service, the HR Department worked collaboratively with the Communications Department to create a virtual service awards video. We have discussed continuing this feature in addition to the traditional face-to-face banquet.

RELATED DUTIES

- The DISD Employee Handbook, providing information concerning district policies and procedures related to employment, is reviewed, updated, and distributed through the HR Department. The Executive Director of Human Resources created a 30-minute video providing an overview of the employee handbook, highlighting changes and policy updates. Employees may elect to view an electronic or digital version a may be viewed on the District's website.
- The Personnel Compensation Plan is the official pay policy of DISD and is used for all personnel compensation questions, decisions, and actions. Over the last year, the Compensation Manual format was overhauled as an effort to make the manual more accessible and understandable. The official copy is maintained and updated in the HR office and published on the DISD website after Board approval.
- Employee I.D. badges are made and distributed through the HR office. With new technology, we are able to merge the information from our District data files to create the badges. In order to maintain health and safety protocols and practice social distancing, the HR Department developed a fully online process for badge creation and replacement.

DEPARTMENT INITIATIVES

- The HR Department will continue to work collaboratively with the Business Department to assist with annual budget preparation, coordination of employee absence management, and implementation of position control.
- The HR Department will work collaboratively with campus administrators in establishing the "DISD Model Customer Service" training for all employees. The overall focus will be on effective communication, with an emphasis on phone and email etiquette. Beginning with the 2020-2021 school year, all clerical paraprofessional staff are required to complete a customer service training provided through EduHero.
- The HR Department will coordinate annual training for campus clerical staff. Some of the topics to be reviewed are employee leave, worker's compensation, budget preparation, and safety.

- The HR Department will work collaboratively with the Superintendent and principals to develop a principal evaluation tool.
- The HR Department will work collaboratively with campus and department leaders to review, revise, and update job descriptions and evaluations.
- The HR Department will partner with local credit unions and apartment locators to secure loan opportunities and potential residence locations for first-year teachers to help them get financially established at the beginning of the school year.
- The HR Department will work collaboratively with the Education Foundation to reach out to the Dickinson community in support of the teacher and student grants and scholarships.

EVIDENCE OF SUCCESS

The measure of success for the HR department continues to be as follows:

- Dickinson ISD will remain an “employer of choice” in the Gulf Coast and Region 4 areas.
- All employees will be considered an effective teacher by ESSA requirements and meet Texas teaching certification requirements
- The District’s teacher attrition rate will be at or lower than the state average.
- The District will have an abundance of qualified and trained substitute teachers.
- The district will support “growing our own” teachers through recruiting from our substitutes, paraprofessionals, college interns, and DISD returning graduates.
- The Human Resource administrators will be active collaborative partners within the DISD school community.

District employees are provided with quality customer service and have a sense that the Human Resources Department is here to provide them with support throughout their DISD employment experience.

DICKINSON INDEPENDENT SCHOOL DISTRICT

AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: 2021 Bilingual/ESL Summer School Programs Report

Agenda Item: Dr. Jeff Pack/Lisa Herrera

Background Information:

Attached is the 2021 Bilingual/ESL Summer School Programs report.

Recommendation:

Information only.

Action Item: _____ Yes √ No

2021 Summer School Programs Report

Pre-Kindergarten and Kindergarten Bilingual/ESL Summer School:

1. Summary:

The Dickinson ISD Bilingual/ESL Summer Program is a state-mandated 120 hour program required for identified Pre-K and/or Kindergarten bilingual and/or ESL students served during the 2020-2021 school year. This year's full-day program was held face-to-face at Silbernagel Elementary. Classes were held Monday - Friday, June 07th – July 01st.

The program's design included

- literacy groups
- whole and small group instruction, with emphasis on intensive English-as-a-Second-language instruction
- digital platform for reading and math support programs
- interactive lessons
- one-on-one individualized support for students and parents to increase English language acquisition

Cristina Cardenas served as the Pre-K/K Program Coordinator. Parental involvement continued to be a priority. Google Classroom was used to provide English language strategies to parents to reinforce with their child at home.

2. Pertinent statistics:

Number of eligible students, based on state criteria:	307
Number who responded to invitation:	122
Number who participated:	113
Average daily attendance:	103
Student/Teacher ratio:	12/1
Number of Teachers:	11
Number of Instructional Aides:	3
Receptionist:	1

3. Evidence of success/student performance:

Student achievement, in English and Spanish, is listed below. During the regular school year, a Bilingual Pre-K and Kindergarten dual language student receives 90% of instruction in Spanish and 10% of instruction in English per day.

Test	Pre-Test Average	Post-Test Average
Dual Language Pre-K (Spanish)	57%	81%
Dual Language Pre-K (English)	44%	72%
Dual Language Kindergarten (Spanish)	62%	87%
Dual Language Kindergarten (English)	47%	78%
ESL Pre-K (English)	60%	72%
ESL Kindergarten (English)	27 63%	85%

2021 Summer School Programs Report

4. Evaluation statement regarding current program and potential for near and long-term future:

Program will continue to place emphasis on acquisition of the English language, hosting the program at a centralized location, and early spring recruitment of teachers.

5. Fiscal impact of any proposed revisions in current program:

The Bilingual/ESL Summer Program is a state mandated program that is primarily funded with local funds. DISD does receive reimbursement from the state for the previous year's program. This year's reimbursement is pending disbursement due to Covid-19. Students were provided breakfast and lunch. Although DISD provides transportation for all students to this program, transportation is not required. The cost of the program for 2021: Payroll: \$60,243.84; Materials: \$1041.20; and Transportation: \$17,758.44. Total cost of the program: \$79,043.48

2021 Summer School Programs Report

Student Success Initiative (SSI) Summer Program for Grades 5 and 8

1. Summary:

In 2021, students in 5th and 8th grade were not held to the same standard of the SSI requirement for the 2020-2021 school year due to COVID-19. A flyer, with links to free online resources, was sent through skyward and the school website for students to access during the summer.

Camp Invention for 2020-2021 1st through 5th Grade DISD Bilingual/ESL Students

2. Summary:

Camp Invention presents fun, hands-on challenges that encourage creative problem solving, teamwork, entrepreneurship, and innovation. This experience allows our English learners (EL) an opportunity to reinforce the use of academic and social language through listening, speaking, reading, and writing during engaging and exciting experiences. During the summer of 2021, Camp Invention was interrupted due to COVID-19. The cost to the district was -0-.

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Avid Excel Summer Bridge Program for 2020-2021 6th Grade DISD Bilingual Students

3. Summary:

AVID Excel is a program for English learners (EL's) 7th and 8th grade students. This course is a pathway into the AVID elective in high school and preparation for college. AVID Excel's emphasis is on AVID strategies for school success: organization, communication, goal-setting, note-taking, generating questions, study skills, and leadership skills. The goal for AVID Excel is for students to enter into a traditional AVID program by the 9th grade, complete the college preparatory course sequence in high school, including honors-level courses, and graduate ready for college. Students engage in exciting activities during this full day summer camp to develop academic language through reading, writing, oral language, academic vocabulary, and college readiness skills. This experience allows our English learners (EL's) an opportunity to reinforce the use of academic and social language through listening, speaking, reading, and writing during engaging and exciting experiences. During the summer of 2021, AVID Excel was interrupted due to COVID-19. The cost to the district was -0-.

2021 Summer School Programs Report

INITIAL CREDIT PROGRAM SUMMARY

Administrator: Leone Clark, Dickinson High School Dean of Instruction

Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary

Session Dates:

June 7-17, 2021: Face to Face Session 1.

Cost to Student: \$100.00 for 8 days of access to credit recovery

Table 1: *Initial Credit Program Summary*

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Foundations of Personal Fitness Initial Credit .5 credit course	All students	Edgenuity Computer-based	4	4	2
Art IA Initial credit .5 credit course	All students	Edgenuity Computer-based	4	4	2
Art IB Initial Credit .5 credit course	All students with Art IA credit	Edgenuity Computer-based	4	4	2
English 1B Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	1	.5
English 3A Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	1	.5

2021 Summer School Programs Report

English 3B Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	1	.5
Health Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	1	.5
TOTAL			16	16	8

31

Total # of students enrolled: 7

Total credits earned: 8

Total tuition collected: \$700

2021 Summer School Programs Report

CREDIT RECOVERY PROGRAM SUMMARY

Administrator: Leone Clark, Dickinson High School Dean of Instruction

Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary

Session Dates:

June 7-17, 2021: Face to Face Session 1.

Cost to Student: \$100.00 for 8 days of access to credit recovery

Table 2: *Credit Recovery Program Summary*

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Eng 1 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	13	11	5.5
Eng 1 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	9	6	3
Eng 2 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Eng 3 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	13	11	5.5

2021 Summer School Programs Report

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Eng 3 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	11	9	4.5
Eng 4 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Eng 4 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Alg 2 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	6	3
Alg 2 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	6	3
Geom A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	24	22	11
Geom B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	16	15	7.5

2021 Summer School Programs Report

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Algebraic Reasoning B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Math Mod A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	3	1.5
College Algebra .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
World Geo A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
World Geo B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	7	3.5
US Govt .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
World Hist A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
World Hist B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	5	2.5

2021 Summer School Programs Report

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
US Hist A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	3	1.5
US Hist B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Span I A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	5	2.5
Span I B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	4	2
Span II A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	8	4
Span II B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	5	2.5
Bio A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	12	10	5

2021 Summer School Programs Report

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Bio B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	9	7	3.5
Chem A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	10	10	5
Chem B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	8	4
Earth and Space Science A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	3	1.5
Earth and Space Science B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Physics A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	3	1.5
Physics B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	3	1.5

2021 Summer School Programs Report

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
TOTAL			201	184	92

Total # of students enrolled in program: 138

Total credits earned: 92

Total tuition collected: \$13,800

Comparison: In 15-16, a total of 89.5 credits were recovered in 2 available summer sessions. For 16-17, due to a change in state testing scheduling, only one seated session of summer school was available with a total of 43.5 credits recovered. In 17-18, a total of 66.5 credits were earned. In 18-19, we continued to grow this program and a total of 93 credits were earned. In 19-20, our numbers dropped to 40 because of COVID and waived testing opportunities. **This year, 2020-21, our students recovered 92 credits because of our summer program.**

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The total number of credits earned in the Virtual session was 92. Combined with the first session, the total credits earned for credit recovery summer school was 100.

2021 Summer School Programs Report

VIRTUAL CREDIT RECOVERY PROGRAM SUMMARY

Administrator: Leone Clark, Dickinson High School Dean of Instruction

Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary

Session Dates:

June 21-Aug 3, 2021: Session 2.

Cost to Student: \$100.00 for virtual access to credit recovery and five 3 hour lab days

Table 3: *Virtual Credit Recovery Program Summary*

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Eng 1A .5 credit course	All Students Grades 10-12	Edgenuity Computer-based	7	4	2
Eng 1B .5 credit course	All Students Grades 10-12	Edgenuity Computer-based	8	3	1.5
Eng 1 IGC	All Students Grades 10-12	Edgenuity Computer-based	1	1	1
Eng 2A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1	.5
Eng 2B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	9	6	3
Eng 3A	All students Grades 9-12	Edgenuity Computer-based	7	6	3

2021 Summer School Programs Report

Eng 3B	All students Grades 9-12	Edgenuity Computer-based	7	5	2.5
Eng 4A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Eng 4B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Spanish 1A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Spanish 1B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1	.5
Spanish 2A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	9	3	1.5
Spanish 2B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	2	1
Bio 1A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	10	7	3.5
Bio 1B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	4	2
IPC A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	1	.5
IPC B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	3	1.5

2021 Summer School Programs Report

US Hist A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	2	1
US Hist B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	2	1
Alg 2A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	5	2.5
Alg 2B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	3	1.5
Algebraic Reasoning B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Psychology .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Sociology .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Physics A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	5	2.5
Physics B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	4	2	1
Chem A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	7	3.5

2021 Summer School Programs Report

Chem B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	6	3
Env Sys A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Env Sys B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Principals of Health A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Principals of Health B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Medical Terms A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1	.5
Medical Terms B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	1	.5
Economics .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Geom A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	12	9	4.5
Geom B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	13	11	5.5

2021 Summer School Programs Report

Art 1A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	4	3	1.5
Art 1B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	3	1.5
World Geo A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	3	1.5
World Geo B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
World Hist A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1	.5
World His B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	5	2.5
TOTAL			205	133	67

42

Total # of students enrolled in program: 60

Total credits earned: 67

Total tuition collected: \$6,000

2021 Summer School Programs Report

INITIAL CREDIT PROGRAM SUMMARY

Administrator: Leone Clark, Dickinson High School Dean of Instruction

Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary

Session Dates:

June 21-Aug 3, 2021: Session 2.

Cost to Student: \$100.00 for 9 days of access to credit recovery

Table 4: *Initial Credit Recovery Program Summary*

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
IPC A .5 credit course	All Students	Edgenuity Computer-based	1	1	.5
Eng 3A .5 credit course	All Students	Edgenuity Computer-based	2	1	.5
Eng 3B .5 credit course	All Students	Edgenuity Computer-based	2	1	.5
Eng 4A .5 credit course	All Students	Edgenuity Computer-based	1	1	.5
Eng 4B .5 credit course	All Students	Edgenuity Computer-based	1	1	.5
Art 1A .5 credit course	All Students	Edgenuity Computer-based	1	1	.5

2021 Summer School Programs Report

Art 1B .5 credit course	All Students	Edgenuity Computer-based	1	1	.5
TOTAL			9	7	3.5

Total # of students enrolled in program: 6

Total credits earned: 3.5

Total tuition collected: \$600

2021 Summer School Programs Report

STAAR End of Course (EOC) SUMMER ACCELERATION/REMEDATION PROGRAM

Administrator: Courtney Ramirez, Dickinson High School Associate Principal

Secretary: Emilie Flemister, Dickinson High School Associate Principal Secretary

Session Dates:

June 9 - June 17, 2021; 1:00 - 3:00pm

Cost to Student: \$0 cost to student

Table 4: *Participation in the STAAR End of Course (EOC) Summer Acceleration/Remediation Program*

STAAR End of Course Exam	June 9	June 10	June 14	June 19	Teacher	Tuition Collected
Algebra I	11	12	8	8	Lind-Olson/Snelson	0.00
English I & II	31	34	35	33	Smith/Dominey/Wellman	0.00
Biology	2	3	4	3	Cannon	0.00
US History	3	2	1	2	Mustiful/Smith	0.00
Total Participation By Day	47	51	56	46		0.00

45

Components of the Summer Acceleration/Remediation Program:

- Both Edgenuity (US History) and face-to-face instruction (English I, English II, Algebra, Biology) were utilized.
- Students were not required to attend but were strongly encouraged to attend.
- Students were given a handout detailing the summer schedule and for the EOC exams scheduled June 9-17th.
- Mass emails were sent to all parents regarding the summer Acceleration/Remediation program and the retest opportunities in June.
- Calls were made by teachers in early June encouraging students / parents to take advantage of this free opportunity.
- **Comparison** – In 15-16, there were 18 days offered via Edgenuity. The average daily attendance was 12.2 students in sessions per day. In 16-17, we introduced a 5 day session that was predominantly face-to-face with multiple sessions each day. The average daily attendance was 103.4 students in sessions per day resulting in an increase in participation of 847.5%. In 17-18, we followed the 5 day “bootcamp” format with an average daily attendance of 130.2 students in sessions per day. This year, we followed the same face-to-face format as in the previous two years but using a 4 day week. The average rate of attendance 50 students per day. We attribute this decline to the change in testing and reporting dates. Receiving scores back so late left us relying most heavily on mail and email notifications. In 19-20, we offered a virtual platform through Edgenuity where a total of 28 students participated. This year, 2020-21, we had good attendance even with the challenges of COVID. Our students worked hard and several were successful on their EOC retakes.

2021 Summer School Programs Report

Table 5: *Summary of June 2021 End of Course (EOC) Retests Results*

Test	Number of Tests Eligible for July 2021 Retest Admin	Number of Students Tested 2021	Percent Tested Summer of 2021	Percent Tested Summer of 2019	Percent Tested Summer of 2018	Percent Tested Summer of 2017	Percent Tested Summer of 2016	% Approaching Grade Level (Passed) July 2017 Admin	% Approaching Grade Level (Passed) June 2018 Admin	% Approaching Grade Level (Passed) June 2019 Admin	% Approaching Grade Level (Passed) June 2021 Admin
Algebra I	212	69	33%	50.6% (+3.8%)	46.8% (+13.8%)	33% (+10 pts)	23%	46% (+22 pts)	43% (-3)	28%(-15%)	17%(-11%)
Biology	165	49	30%	46.5 (+7.1%)	39.4% (+5.4%)	33% (+15 pts)	18%	42% (+4 pts)	41% (-1)	22%(-19%)	45%(+23%)
English I	352	163	46%	32.9% (-18.8%)	51.7% (+18.7%)	40% (+9 pts)	31%	24% (+4 pts)	29% (+5)	16%(-13%)	17% (+1%)
English II	240	79	33%	47.5% (+10.2%)	37.3% (+4.3%)	41% (+9 pts)	32%	31% (+5 pts)	25% (-6)	22%(-3%)	23%(+1%)
US History	103	28	27%	53.5% (+24.6%)	28.9% (+2.9%)	26% (+2 pts)	24%	27% (-5 pts)	73% (+40)	48%(-25%)	50%(+2%)
Total	1072	388	36%	42.7% (+2.1%)	40.6% (+2.6%)	38% (+10 pts)	28%	30% (+6 pts)	33%(+3)	22%(-11%)	

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July 2021 Test Administrators: 3

Debby Noffsinger–DISD Testing Coordinator

Tara Shetler–DHS Testing Coordinator

Billye Smith—DHS Principal

July 2021 Teacher Test Administrators: 16

Summary Report of the July retest:

- 812 students were eligible to retest in June of 2019 compared to 907 in June 2018, 964 students in June 2017, and 1061 in July 2016. This data shows DHS is both decreasing the pool of students needing retests while at the same time increasing the % participating in both retest preparation and retest opportunity.
- We had a good turn-out for our July 2021 test administration in all the subject areas with a rise in passing rates in most of the subjects.

2021 Summer School Programs Report

ESL ACADEMY PROGRAM

Administrator: Leone Clark, Dickinson High School Dean of Instruction

Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary

Session Dates:

June 4 - June 17, 2021; 1:00-3:00pm

Cost to Student: \$0 cost to student

Table 6: *Participation in the ESL Academy Program*

	June 7	June 8	June 9	June 10	June 14	June 15	June 16	June 17	Teacher	Tuition Collected
Total Participation By Day	7	10	14	11	12	11	9	12	GarzaGarza / Dockery	0.00

Components of the Summer Acceleration/Remediation Program:

- Face-to-face instruction was utilized with some support from Rosetta Stone online program
- Students were not required to attend, but were strongly encouraged to attend. DHS counselor (E Pineda) along with KJH & MJH counselors met with students prior to the end of the school year to individually invite and share information.
- Program targets: reviewed and reinforced prior school language acquisition (vocabulary/sentence structure/pronunciation/reading skills) while also working on acclimating EL students to DHS, addressing possible challenges they may face in their process of learning a new language and a new system.
- Comparison – In 15-16, there were 18 days offered. The average daily attendance was 7.3 students in class per day. In 16-17, we ran a 9 day session. The average daily attendance was 14.7 students in class per day which was an increase of 201.4%. In 17-18, we ran the same 9 day session schedule with an average daily attendance of 4.9 students in class per day. This year, we ran an 8 day schedule with an average daily attendance of 4.7 students in class per day. Instructors reported strong positive feedback from students primarily due to offering transportation. In 2020-21, our attendance remained strong throughout the sessions. We ended the year with 3 students being exited from the program, which is a success for the students and teachers.

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2021 Summer School Programs Report

GATOR SCHOLARS / PSAT / SAT PREP PROGRAM

Administrator: Leone Clark, Dickinson High School Dean of Instruction

Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary

Session Dates:

June 7 - June 17, 2021; 8:30-11:30am

Cost to Student: \$0 cost to student

Components of the Gator Scholars / PSAT Prep Program:

- Face-to-face instruction with experienced PSAT / SAT instructor
- Students were selected based on their PSAT score showing potential for future National Merit designation.
- Students involved included current year 9th and 10th graders.
- 25 students attended the PSAT Gator Scholars Camp
- 12 students attended the SAT Camp

2021 Summer School Programs Report

Dickinson High School 2021 Extended Year Program Total Costs

Tuition Billed Students	\$21,100
Tuition Refunded to students	0
<u>Credit Recovery/ Initial Credit/ Virtual</u> : Payroll <u>not</u> including Medicare and TRS *Teachers only/does not include administrator or secretary	\$10,398.49
<u>ESL Academy</u> : Payroll <u>not</u> including Medicare and TRS *Teachers only/does not include administrator or secretary	\$540.33
<u>EOC Bootcamp</u> : Payroll <u>not</u> including Medicare and TRS *Teachers only/does not include administrator or secretary	\$4200.0
<u>Gator Scholars/ PSAT Prep</u> : Payroll <u>not</u> including Medicare and TRS *Teachers only/does not include administrator or secretary	\$368.58
Program Cost to the District * Does not include: administrator/secretary payroll costs, utilities, or food service * Cost for EOC Retests are included in the DISD Testing Administrator's budget	\$15,507.40

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Payroll Explanation

- Teachers are paid \$35.00 per hour for instruction; \$30.00 per hour for preparation.
- Teachers for initial credit and credit recovery are paid 6 hours per day for 8 days of instruction @ \$35.00 per hour; teachers are paid 1 hour per day for 8 days for preparation @ \$30.00 for preparation
- Teachers for EOC Bootcamp are paid 6 hours per day for 4 days of instruction @ \$35.00 per hour; teachers are paid 1 hour per day for 5 days for preparation @ \$30.00 for preparation
- Teachers for ESL Academy are paid 3 hours per day for 8 days of instruction @ \$35.00 per hour; teachers are paid 1 hour per day for 8 days for preparation @ \$30.00 for preparation
- Teacher for Gator Scholars / PSAT Prep is paid 3 hours per day for 4 days of instruction @ \$35.00 per hour; teacher is paid 1 hour per day for 4 days for preparation @ \$30.00 for preparation

2021 Summer School Programs Report

- **Comparison:**

- 16-17: The 15-16 report did not include ESL Academy payroll figures. The credit recovery, initial credit, and EOC teacher salaries for 15-16 were \$58,881.50. The total of salaries for those same categories in 16-17 was \$18,648.50 for a difference of \$40,233.00 less in salaries paid by the district for those programs. Total program cost to the district for 15-16 (included initial and credit recovery along with EOC prep) less tuition was \$27,681.50. Total program cost to the district for 16/17 (including initial and credit recovery, EOC prep and the ESL Academy which wasn't shown for 15/16) less tuition was \$8,228.50. This resulted in an overall reduction in costs to the district of \$19,453.00.
- 17-18: The 16-17 report did not include the new Gator Scholars / PSAT Prep payroll figures. Total program cost to the district for all programs (Virtual, Credit Recovery, Initial Credit, ESL Academy, EOC Bootcamp, and Gator Scholars / PSAT Prep) was \$27,322.00 minus \$14,900 (tuition for Virtual, Credit Recovery, and Initial Credit) resulting in a final cost of \$12,422.00.
- 18-19: The total program personnel cost to the district for all programs (Virtual, Credit Recovery, Initial Credit, EL Academy, EOC Bootcamp, and Gator Scholars/PSAT Prep) was \$25,065.50 minus \$14,100 (tuition for Virtual, Credit Recovery, and Initial Credit) resulting in a final cost of \$10,965.50. This continues to be a significant reduction in costs to the district compared to the 15-16 high of \$58,881.50.
- 19-20: The highly unusual circumstances of the summer of 2020 greatly impacted our summer school program. Everything was completed virtually. We required far fewer staff. However, we also charged a lower tuition to a much smaller number of students seeking credit recovery. We added courses including a new SAT prep class, a bridge class for ELAR skills for at-risk incoming freshmen, and a bridge course to address skill gaps in PAP/AP math. We also offered a no cost EOC course completion to allow students who didn't pass an EOC class the opportunity to earn the credit during the 19-20 school year. Because the state allowed for a waiver for the EOC test to any students earning the credit during this school year, we enrolled them all. Approximately 1/3 took advantage of this opportunity and earned both the required credit and state waiver. Overall, we engaged with more students due to the unique offerings and our total out of pocket cost was still lower with a final cost of \$5765.00.
- 20-21: Our summer programs continue to be a benefit to our students. The opportunity to earn credit, either as recovery or initial credit, helps some students stay on track with their cohort. Our EOC Camp and PSAT/SAT Camps help our upper classmen focus on high school graduation and college entrance success. Dickinson HS will continue its comprehensive efforts year-round.

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DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Summer Professional Development Report

Agenda Item: Dr. Jeff Pack, Chad Nuetzmann

Background Information:

This report contains a summary of the professional development offered, an enrollment summary for each course, the number of hours earned and the number of attendees.

Recommendation:

The Deputy Superintendent for Educational Services recommends to the board that this document be reviewed.

Action Item: _____ Yes √ No



Dickinson ISD Professional Development Summer 2021 Summary

1. 263 Professional development sessions provided between June 1st and August 12th 2021.
 - Approximately 4,274 DISD staff attended sessions – a 10% increase over last summer.
 - Approximately 28,290 professional development hours earned by DISD staff – 17% increase over last summer.

(The numbers shown above only represent in-district PD and do not include the thousands of additional hours of training completed using online professional development platforms like eduhero and by attending out of district trainings.

2. Professional development provided by:
 - a. DISD Educational Services Department
 - b. Special Programs Department
 - c. Technology Department
 - d. Fine Arts & Athletics Departments
 - e. Nutrition & Transportation Departments
 - f. Campus sponsored PD
 - g. District Partnerships
 - Lead4ward
 - Solution Tree
 - Global PD – Online Learning by Solution Tree
 - Texas Law Related Education (LRE)
 - Schoology
 - Houston Area Cooperative
 - Northwest Evaluation Association - MAP Assessment
 - Region 4 Service Center
 - National Educators for Restorative Practices
 - Eduhero Online Education
 - ABYDOS
 - AVID



3. Ongoing Professional Development Programs in DISD
 - a. New Teacher Induction Program (2 years) Protégé & Navigator
 - b. First Year Teacher Mentorship Program & Support
 - c. Lead4ward Implementation Support (multiple programs)
 - d. Administrator Academy
 - e. Curriculum Development Teams
 - f. AP/Pre-AP Vertical Teams
 - g. Librarian Network
 - h. Special Education Instructional Design Team (SEID)
 - i. Collaborative University Partnerships & Clinical Teaching Programs

4. Career Technical Education – Focused PD Opportunities - NEW for Summer 2021
 Summer professional development opportunities were offered for all ten of our CTE programs. These courses included curriculum development and collaboration opportunities as well as field experiences to help develop new and strengthen existing relationships with our CTE community partners. We had originally planned for rollout last summer, but we were delayed due to the COVID pandemic.

5. Classroom Teacher Created and Led Professional Development - NEW for Summer 2021
 The strength of our district and the guarantee of our future success is found in our amazing teachers. This summer, some of our best and most talented classroom teachers lead professional development sessions of their own. They offered sessions on content knowledge and best practices as well as classroom management, technology and more.

6. Mandatory Schoology Training
 In 2021-2022 DISD will begin using the Schoology learning platform district-wide. This platform is similar to Google classroom and offers many additional benefits including data sharing with Skyward. All returning classroom teachers received a full-day of training during the summer. Teachers choose from over 30 sessions scheduled throughout the month of June. NEW to DISD teachers hired throughout the Spring and Summer received their training on Monday, August 9th as a part of their on-boarding training.

7. Solution Tree Summer Institute – PLC @ Work
 DISD partnered with Solution Tree to offer the Professional Learning Communities (PLC) @Work LIVE Institute. We hosted this live-streaming event at two locations (DHS & MJHS) on June 29th, 30th and July 1st to approximately 300 participants. Those who attended worked closely with teachers from their own campus and learning leaders from across the district. Nationally recognized speakers like Mike Mattos, Anthony Muhammad, and Regina Owens presented powerful keynotes as well as many other presenters 40 live breakout sessions.

Chad Nuetzmann
 Director of Teacher Development & Professional Learning

Dickinson ISD Summer 2021 Professional Learning Opportunities by Content Area

<u>Course Title</u>	<u>Facilitator</u> <u>Presenter,</u> Blue <u>= Teacher Led</u>	<u>Course Description</u>	<u>Starting Date</u>	<u>Ending Date</u>	<u>Content Area:</u>	<u>Starting Time</u>	<u>Ending Time</u>	<u>Course</u> <u>Hours</u> <u>Earned:</u>
VIRTUAL: AVID Path Institute #1 (2 Days) - Limit 42	Julie Abram	Participants must register online with My AVID account. This course in eduphoria is for information only.	6/17/2021	6/18/2021	All / Any	8:00:00 AM	4:00:00 PM	12
VIRTUAL: AVID Path Institute #2 (2 Days) - Limit 20	Julie Abram	Participants must register online with My AVID account. This course in eduphoria is for information only.	6/17/2021	6/18/2021	All / Any	8:00:00 AM	4:00:00 PM	12
DHS LGI: Joyful Learning - Limit 30	Leone Clark	Joyful Learning – This one day PD is based on the outstanding work and book by Udvari-Solner & Kluth. While not targeting special populations specifically, these high-impact learning strategies will provide teachers with an array of tools to engage and differentiate learners across all levels and needs. Focusing on the areas of community building, teaching/learning, studying/reviewing, active lectures, and assessing with the key element of celebration, teachers will walk away with practical hands on strategies they will enjoy implementing and students will enjoy experiencing. While appropriate for K-12, might be most applicable in grades 4 – 12 settings.	6/28/2021	6/28/2021	All / Any	8:30:00 AM	3:30:00 PM	6
DHS Aud: Solution Tree PLC@Work Conference @ DHS (By Invitation Only) - 3 DAYS	Multiple Solution Tree Presenters	This three day PLC@Work LIVE Webcast Institute is provided by Solution Tree for Dickinson ISD at Dickinson High School for three consecutive days. This event will help teachers learn how to collaborate together to improve student learning and overall success. This event is by invitation only. Please contact your campus administrator if you are interested in participating.	6/29/2021	7/1/2021	All / Any	8:00:00 AM	4:00:00 PM	18
MJHS Aud: Solution Tree PLC@Work Conference @ MJHS (By Invitation Only) - 3 DAYS	Multiple Solution Tree Presenters	This three day PLC@Work LIVE Webcast Institute is provided by Solution Tree at Dickinson ISD at McAdams JH school for three consecutive days. This event will help teachers learn how to collaborate together to improve student learning and overall success. This event is by invitation only. Please contact your campus administrator if you are interested in participating.	6/29/2021	7/1/2021	All / Any	8:00:00 AM	4:00:00 PM	18
ESC 251: Restorative Practices Make & Take - Refresher - Limit 70	NEDRP Lead Presenter	This is a full-day refresher for the 6 Restorative Practices classroom tools. This training is open to all DISD staff. This is also a make and take training where participants will be able to create tools they will use in their classrooms.	8/10/2021	8/10/2021	All / Any	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Behavior Interventions and De-escalation - Limit 50 (Asynchronous)	Omar Cobo	Review of behavior intervention strategies and de-escalation tools to use with students of all grade levels and programs (limit 50). This course will be a self-paced google classroom style training which will require the submission of one or more short assignments/quizzes.	8/11/2021	8/11/2021	All / Any	Asynchronous	Asynchronous	3

CTE: Agriculture, Food, and Natural Resources - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing partnerships with business and industry to promote curriculum relevance through the partner volunteering in one or more of the following vehicles: 1. Serving as a guest speaker, 2. Participating in classroom and student leadership activities, 3. Serving as a member of an advisory committee for CTE programs, 4. Providing work-based learning experiences such as internships or job shadowing, 5. Participate in mock interviews and/or Career Day, 6. Sponsor events, field trips or assemblies, 7. Promote attendance at our fall and spring District CTE Advisory meetings. A visit form and photo or screen shot of a virtual meeting of you and the contact must be submitted for each appointment within five days of the visit. Documentation must be emailed or delivered to Casey Schoen, CTE Administrative Assistant at the ESC.	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Arts, Audio Video Technology and Communications - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Business, Marketing and Finance - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Education & Training - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Health & Science - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Human Services - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Law & Public Services - Curriculum Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Manufacturing - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Science, Technology, Engineering & Math - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6

CTE: Transportation, Distribution, and Logistics - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
DHS TBD: CTE: Agriculture, Food, and Natural Resources - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Arts, Audio Video Technology and Communications - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Business, Marketing and Finance - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Education & Training - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Health Science - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Human Services - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Law & Public Services - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Manufacturing - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Science, Technology, Engineering & Math - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Transportation, Distribution, and Logistics - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
MJHS Library & C124: McAdams ELA Teacher Academy - Day 1	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/3/2021	6/3/2021	ELA	8:00:00 AM	3:30:00 PM	6

MJHS Library & C124: McAdams ELA Teacher Academy - Day 2	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/4/2021	6/4/2021	ELA	8:00:00 AM	3:30:00 PM	6
DHS 9th Grade Center R214: ABYDOS Writing Institute (K-12) 3 Weeks, Mon-Thurs June 7-10, 14-17, 21-24 (Limit 25)	Liz Ortiz & Jennifer Blakely	Training in Abydos writing workshop strategies with integration of grammar within the writing process. This training is mandatory for ELA teachers of grades 5-12, as it directly corresponds to our year-long DISD writing curriculum, AbydosPro. Teachers leave knowing how to develop authentic writers in a writing community (their classroom) using best practices for writing and grammar instruction. The three week experience also yields a return to teachers writing for themselves and real audiences, not assigned writing for pseudo writing experiences. This course is taught by certified Abydos trainers. Attendance for the entire training is required in order to receive credit. If you are interested in attending please contact your campus principal or curriculum specialist (Jennifer Brewer /Qwinyette Cormier). Space is limited to only 25 participants.	6/7/2021	6/24/2021	ELA	8:00:00 AM	4:00:00 PM	72
VIRTUAL: 5-8 ELAR Curriculum Vetting	Jennifer Brewer	This course will be a half-day credit. During this time teachers will be able to view and evaluate the revised curriculum. Teachers who want to attend must be Abydos trained in order to vet curriculum.	6/22/2021	6/22/2021	ELA	8:30:00 AM	11:30:00 AM	3
ESC 251: 3rd-4th Grade ELAR- Diving Deeper into Word Study for Struggling Readers and Writers	Susan Cook	The purpose of this training is to enhance your knowledge of decoding and encoding and support your ability to provide high-quality reading and writing instruction. We will explore information about critical factors for teaching struggling readers and writers that contribute to word reading development and will share routines and strategies that you can incorporate in your own classroom context.	6/28/2021	6/28/2021	ELA	8:00:00 AM	4:00:00 PM	6
VIRTUAL: 3rd-EOC ELAR, Lead4ward STAAR4WARD in Literacy-Part 1 of 2 - limit 100	Jarra Exxum- Lead4ward	What is STAAR 2.0 and what do I need to know for next year? The redesign of STAAR will require much more complex thinking for students. The 2021-2022 school year is an opportunity for teachers and leaders to have a renewed focus on instruction through the lens of the next generation of STAAR. Additionally, we will explore how teachers and leaders can integrate process standards to help students meet their full potential.	7/12/2021	7/12/2021	ELA	8:00:00 AM	11:00:00 AM	3

VIRTUAL: 3rd -EOC ELAR, Lead4ward STAAR4WARD in Literacy-Part 2 of 2 - limit 100	Jarra Exxum-Lead4ward	What is STAAR 2.0 and what do I need to know for next year? The redesign of STAAR will require much more complex thinking for students. The 2021-2022 school year is an opportunity for teachers and leaders to have a renewed focus on instruction through the lens of the next generation of STAAR. Additionally, we will explore how teachers and leaders can integrate process standards to help students meet their full potential.	7/13/2021	7/13/2021	ELA	8:00:00 AM	11:00:00 AM	3
VIRTUAL: 3rd-EOC Lead4ward Intervention for Literacy-Part 1 of 2 - Limit 100	Jarra Exxum-Lead4ward	How do we increase literacy opportunities for learning in the 2021-2022 school year? We know there will always be some students who need extra support. We also know that disruptions from COVID impacted all students. With disruption comes opportunity. We'll explore how to help students reassemble the bits and pieces of learning and, through this process, gain greater understanding. We'll reexamine intervention in literacy through the lens of process and content and prioritize high-impact curriculum standards. We'll refine and develop systems to create opportunities to learn: Intervention for All, Intervention for Some, and Intervention for a Few. And we'll explore how to leverage lead4ward tools and strategies to inform intervention and to plan with renewed intention.	7/19/2021	7/19/2021	ELA	8:00:00 AM	11:00:00 AM	3
VIRTUAL: 3rd-EOC Lead4ward Intervention to Literacy-Part 2 of 2 - Limit 100	Jarra Exxum-Lead4ward	How do we increase literacy opportunities for learning in the 2021-2022 school year? We know there will always be some students who need extra support. We also know that disruptions	7/20/2021	7/20/2021	ELA	8:00:00 AM	11:00:00 AM	3
ESC 230/231: English I & II Curriculum Training	Kelly Tummy-HCDE	Teachers will review all new curriculum documents and embedded supports provided. We will discuss district initiatives and ELAR resources/programs. Teachers will review unit assessments and plan for unit 1. Please bring your laptop or Chromebook.	7/21/2021	7/21/2021	ELA	8:30:00 AM	3:30:00 PM	6
DHS N231 & R214: English I & II Unit Planning	Qwinyette Cormier	Teachers will engage in unit planning with their teams to prepare for the upcoming school year.	7/22/2021	7/22/2021	ELA	8:30:00 AM	3:30:00 PM	6

JSES Library: ELAR K-3 Reading Academy Cohort, Day 1	Susan Cook/Leslie Burke	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. All K–3 teachers and principals are required to complete Reading Academies. Previous Reading Academies are not a substitute for the current HB 3 Reading Academies. Reading Academies provide the guidance and structure to implement Science of Teaching Reading in the classroom. All Reading Academy participants will complete trainings at their home campus.	7/26/2021	7/26/2021	ELA	8:00:00 AM	4:00:00 PM	6
SLES Library: ELAR K-3 Reading Academy Cohort, Day 1 of 3	Susan Cook/Sherri Blackburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. All K–3 teachers and principals are required to complete Reading Academies. Previous Reading Academies are not a substitute for the current HB 3 Reading Academies. Reading Academies provide the guidance and structure to implement Science of Teaching Reading in the classroom. All Reading Academy participants will complete trainings at their home campus.	7/26/2021	7/26/2021	ELA	8:00:00 AM	4:00:00 PM	6
ESC 230/231: English III & IV Curriculum Training	Kelly Tummy-HCDE	Teachers will review all new curriculum documents and embedded supports provided. We will discuss district initiatives and ELAR resources/programs. Teachers will review unit assessments and plan for unit 1. Please bring your laptop or Chromebook.	7/26/2021	7/26/2021	ELA	8:30:00 AM	3:30:00 PM	6
JSES Library: ELAR K-3 Reading Academy Cohort, Day 2	Susan Cook/Leslie Burke	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	7/27/2021	7/27/2021	ELA	8:00:00 AM	4:00:00 PM	6
SLES Library: ELAR K-3 Reading Academy Cohort, Day 2 of 3	Susan Cook/Sherri Blackburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	7/27/2021	7/27/2021	ELA	8:00:00 AM	4:00:00 PM	6
DHS N239 & N253: English III & IV Unit Planning	Qwinyette Cormier	Teachers will engage in unit planning with their teams to prepare for the upcoming school year.	7/27/2021	7/27/2021	ELA	8:30:00 AM	3:30:00 PM	6
JSES Library: ELAR K-3 Reading Academy Cohort, Day 3	Susan Cook/Leslie Burke	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	7/28/2021	7/28/2021	ELA	8:00:00 AM	4:00:00 PM	6
SLES Library: ELAR K-3 Reading Academy Cohort, Day 3 of 3	Susan Cook/Sherri Blackburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	7/28/2021	7/28/2021	ELA	8:00:00 AM	4:00:00 PM	6
JSES Cafeteria: Reading and Writing with Noel Gray (Silbernagel Teachers ONLY)	Leslie Burke	This training is available only to Silbernagel teachers only. Teachers will receive a refresher on components, planning guidelines, running records and moving students in guided reading.	7/29/2021	7/29/2021	ELA	8:30:00 AM	3:30:00 PM	6

BCES Library: ELAR K-3 Reading Academy Cohort, Day 1	Susan Cook/Amy Smith	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/2/2021	8/2/2021	ELA	8:00:00 AM	4:00:00 PM	6
CRES Library: ELAR K-3 Reading Academy Cohort, Day 1	Susan Cook/Sophia Acevado	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/2/2021	8/2/2021	ELA	8:00:00 AM	4:00:00 PM	6
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	Susan Cook/Kelly Colburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/2/2021	8/2/2021	ELA	8:00:00 AM	4:00:00 PM	6
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	Susan Cook/Stephanie Williams	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/2/2021	8/2/2021	ELA	8:00:00 AM	4:00:00 PM	6
VIRTUAL: 5-8 Introduction to Notice and Note-FICTION	Jennifer Brewer	This course will be an overview to the Notice and Note Signposts for Fiction. This half-day will include modeling of the signposts and an explanation of how the signposts are connected to our curriculum and textbook.	8/2/2021	8/2/2021	ELA	8:30:00 AM	11:30:00 AM	3
VIRTUAL: 5-8 Introduction to Notice and Note Non-Fiction Signposts	Jennifer Brewer	This course will be an overview to the Notice and Note Signposts for Nonfiction. This half-day will include modeling of the signposts and an explanation of how the signposts are connected to our curriculum and textbook.	8/2/2021	8/2/2021	ELA	12:30:00 PM	3:30:00 PM	3
BCES Library: ELAR K-3 Reading Academy Cohort, Day 2	Susan Cook/Amy Smith	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
CRES Library: ELAR K-3 Reading Academy Cohort, Day 2	Susan Cook/Sophia Acevado	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3	Susan Cook/Kelly Colburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	Susan Cook/Brooke Newell	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3	Susan Cook/Stephanie Williams	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
Kranz JH E127: 7th ELA (Day 1 of 2) - Kranz Teachers Only	Kim Kelley	Curriculum Planning. This training is for Kranz ELA teachers only.	8/3/2021	8/3/2021	ELA	8:30:00 AM	3:30:00 PM	6
BCES Library: ELAR K-3 Reading Academy Cohort, Day 3	Susan Cook/Amy Smith	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6

CRES Library: ELAR K-3 Reading Academy Cohort, Day 3	Susan Cook/Sophia Acevado	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3	Susan Cook/Kelly Colburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3 - Date TBD	Susan Cook/Brooke Newell	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3	Susan Cook/Stephanie Williams	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6
Kranz JH E127: 7th ELA (Day 2 of 2) - Kranz Teachers Only	Kim Kelley	Curriculum Planning. This training is for Kranz ELA teachers only.	8/4/2021	8/4/2021	ELA	8:30:00 AM	3:30:00 PM	6
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3- Date TBD	Susan Cook/Brooke Newell	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/5/2021	8/5/2021	ELA	8:00:00 AM	4:00:00 PM	6
Kranz JH E127: 8th ELA (Day 1 of 2) - Kranz Teachers Only	Kim Kelley	Curriculum Planning. This training is for Kranz ELA teachers only.	8/5/2021	8/5/2021	ELA	8:30:00 AM	3:30:00 PM	6
Kranz JH E127: 8th ELA (Day 2 of 2) - Kranz Teachers Only	Kim Kelley	Curriculum Planning. This training is for Kranz ELA teachers only.	8/6/2021	8/6/2021	ELA	8:30:00 AM	3:30:00 PM	6
CRES B-115: Brewing Up Writers-Lucy Calkins Style! (ELAR Grades 1-4) - (Limit 20)	Theresa Martin & Kellye Sipes	In this session we will review what we know about the Lucy Calkins units of study. We will go over the expectations, how to get started, lesson cycle, what to do if...then, terminology, resources and writing pathways.	8/10/2021	8/10/2021	ELA	8:30 AM	11:30 AM	3
CRES B-115: Brewing Up Writers-Part 2, The Writers Conference,Lucy Calkins Style! (ELAR Grades 1-4) - (Limit 20)	Theresa Martin & Kellye Sipes	In this session you'll learn about conferring with student writers. We'll share strategies from Lucy Calkins and Carl Anderson on how to listen to students written work, ask questions to stimulate their thinking, and then respond in ways to move each writer forward.	8/10/2021	8/10/2021	ELA	1:00 PM	4:00 PM	3
DHS Choir Room: Choir Collaboration 2021 - Analysis and steps forward	Zach Foster & Team	Analyze the past year and what needs to be done to accomplish goals ahead of us.	6/7/2021	6/7/2021	Fine Arts	8:00 AM	3:00 PM	6
LMS D-107: MS/JH Art - Project Share	Laura Doherty	Hands on presentation of lesson and project ideas. Each teacher will present a project that has been successful in their class. Please provide supplies to allow each teacher to experience lesson.	6/7/2021	6/7/2021	Fine Arts	8:30 AM	3:30 PM	6

DHS Choir Room: Vocal Technique and Pedagogy	Zach Foster & Team	Discuss methods for vocal tone production and class management	6/8/2021	6/8/2021	Fine Arts	8:00 AM	3:00 PM	6
LMS D-107: MS/JH Art - Mixed Media	Laura Doherty	Different examples and ideas will be presented that encompass a variety of media. This will include clay (air dry and kiln), fiber arts, paint, watercolor, collage, cardboard, etc.	6/8/2021	6/8/2021	Fine Arts	8:30 AM	3:30 PM	6
VIRTUAL: MS/JH Art - Teaching the Elements	Laura Doherty	Discuss ideas for each Element of Art that appeal to a vast array of students while using a variety of media. Elements are a TEK requirement and include line, shape, color, form, value, space and texture. Zoom Link: https://us02web.zoom.us/j/84696099343?pwd=LytBOWU4ME5XSjVBZGJjUzB5KzZMQT09	6/9/2021	6/9/2021	Fine Arts	8:30 AM	3:30 PM	6
VIRTUAL: MS/JH Art - Classroom Management & Procedures	Laura Doherty	Discuss and share ideas for classroom management that are based on the effectiveness in an Art class environment. Sharing ideas for art room procedures including entry, supply distribution, project storage, clean up, and dismissal. Zoom Link: https://us02web.zoom.us/j/87448409040?pwd=Y08wTOViR3R1bHc0WEtrNGhWcWNoQT09	6/10/2021	6/10/2021	Fine Arts	8:30 AM	3:30 PM	6
DHS Blackbox F104: Secondary Theater: The Team with A Vision	Laurel Powell	"The Team with a Vision" – Theatre teachers will revisit the purpose/vision statement for the DISD Theatre Department as a whole as well as create a purpose statement/vision for each individual campus based on the needs of that demographic and that specific program. The Department will look at the current "branding" name and logo for the district theatre program as well as solidify and/or create a "brand" name and logo for each department. Teachers will develop SMART goals in order to create a STRONG mentor program from campus to campus that builds vertically and retains those in the program. All theatre teachers should come with proposed shows and dates for the upcoming year (minimum of 1 per semester), pictures from your previous years that advertise your program (digital pics preferred), and an updated professional headshot in which all will be used on our district web page to advertise all the different programs.	6/14/2021	6/14/2021	Fine Arts	8:00 AM	3:00 PM	6
Lobit Elem F122: Elementary Music Best Practices & Technology	Landon Petersen & Guest Speaker	We will learn about best teaching practices and technology in the Elementary Music Classroom	6/22/2021	6/22/2021	Fine Arts	8:00 AM	4:00 PM	6
Lobit Elem F122: Elementary Music Collaboration & Curriculum Planning	Landon Petersen	We will collaborate, develop, and refine our lessons and best practices to provide a district-level scope and sequence for Elementary Music education.	6/23/2021	6/23/2021	Fine Arts	8:00 AM	4:00 PM	6

DHS Bandhall: Band Vertical Alignment and Pedagogy training- Day 1	Trevor Braselton	Directors will work together to align practices and pedagogy for teaching band 6-12th grade.	7/19/2021	7/19/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
DHS Bandhall: Band Vertical Alignment and Pedagogy training -Day 2	Trevor Braselton	Directors will work together to align practices and pedagogy for teaching band 6-12th grade.	7/20/2021	7/20/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
DHS E101: Secondary Art - Day #1	Jennifer Sumrall & A. Carpenter	Discuss Essential standards and we will calendar out the year	8/2/2021	8/2/2021	Fine Arts	9:00:00 AM	3:00:00 PM	6
DHS E101: Secondary Art - Day #2	Jennifer Sumrall & A. Carpenter	Discuss Essential standards and we will calendar out the year	8/3/2021	8/3/2021	Fine Arts	9:00:00 AM	3:00:00 PM	6
DHS Blackbox F104: Secondary Theater - Day #2	Laurel Powell	TBD	8/6/2021	8/6/2021	Fine Arts	8:00 AM	3:00 PM	6
JSES D107: Elementary Art Teachers Collaboration Day (K through 4th grade)	Janette Magdaleno	K - 4th grade art teachers will meet new employees to the district, share lesson plans ideas, Virtual lesson plan ideas, art projects, supplies used, classroom management ideas, PLC plans, art club ideas and contests. The session will take place at Silbernagel Elementary in Janette's art room D107	8/9/2021	8/9/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
JSES D107: Technology in the Art Room (K through 4th grade)	Janette Magdaleno and Jennifer Rushing	Teaching cross curricular art lessons: demonstrate the process of teaching and creating artwork using lessons that use Technology. Teachers will discuss the "how" of teaching the lesson. The session will take place at Silbernagel Elementary in Janette Magdaleno's art room D107	8/10/2021	8/10/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
JSES D107: Elementary Art Teachers: Creation and Implementation Day 1: (K through 4th grade)	Janette Magdaleno	K-4th grade art teachers will each demonstrate the process of teaching and creating the artwork of a lesson that has been implemented in their classroom. Teachers will discuss the "how" of teaching the lesson. The session will take place at Silbernagel Elementary in Janette's art room D107	8/11/2021	8/11/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
JSES D107:Elementary Art Teachers: Creation and Implementation Day 2: (K through 4th grade)	Janette Magdaleno	K-4th grade art teachers will each demonstrate the process of teaching and creating the artwork of a lesson that has been implemented in their classroom. Teachers will discuss the "how" of teaching the lesson. The session will take place at Silbernagel Elementary in Janette's art room D107	8/12/2021	8/12/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6

VIRTUAL: GT UPDATE: Creating the Perfect Bite. Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the following Registration link: https://hac2021-summer-upd-mcnair.eventbrite.com This is an event for districts that are members of the Houston Area GT COOP. Seats are limited for this session. Please unregister with Eventbrite if you cannot attend to allow someone from the waitlist to take your spot. ONLINE EVENT: More information will be sent close to the course start date. Online etiquette is expected from all participants. Zoom attendance will be taken and/or all asynchronous work will be graded for online events. Certificates will be email to participants that successfully complete all course requirements.	6/1/2021	6/1/2021	Gifted & Talented	9:00 AM	4:00 PM	6
VIRTUAL: GT UPDATE: Meeting the Needs of GT Learners in AP/DC classes (Asynchronous Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: GT UPDATE: Meeting the Needs of the Underrepresented GT Student (Asynchronous Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: Creativity in the GT Classroom: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: Differentiation: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: GT UPDATE (3 hours) Practical Applications of the GT Basics - Provided by Houston Area Co-op (Asynchronous Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	3
VIRTUAL: GT UPDATE (3 hours) The Excellence Gap - Provided by Houston Area Co-op (Asynchronous Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	3
VIRTUAL: Identification & Assessment of GT Students: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: Intro to Differentiating with Depth & Complexity Icons: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: Nature & Needs GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6

VIRTUAL: Social & Emotional: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: GT UPDATE (3 hours) The Power of Choice: Strategies for Increasing Agency in GT Students - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/8/2021	6/8/2021	Gifted & Talented	1:00 PM	4:00 PM	3
VIRTUAL: GT UPDATE (3 hours) Using Picture Books to Teach Social and Emotional Skills - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/9/2021	6/9/2021	Gifted & Talented	1:00 PM	4:00 PM	3
ESC 251: GT Update: Growing Giftedness Post Pivot-Limit 50	Blythe Brown/Julie Abram	Differentiation in our new teaching environment requires us to be prepared for any instructional setting option. In this session, you will explore and experience a variety of strategies to differentiate instruction in practical ways to meet the needs of your advanced learners. You will leave with planning tools for engagement, critical thinking, and creativity that are grounded in the thinking skills of depth & complexity.	6/14/2021	6/14/2021	Gifted & Talented	8:00:00 AM	3:00:00 AM	6
VIRTUAL: GT UPDATE Conference - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/15/2021	6/15/2021	Gifted & Talented	8:00 AM	4:00 PM	6
VIRTUAL: Meeting the Social-Emotional Needs of Gifted Children: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/22/2021	6/22/2021	Gifted & Talented	8:30 AM	3:30 PM	6
VIRTUAL: Differentiated Instruction for GT Learners: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/28/2021	6/28/2021	Gifted & Talented	8:30 AM	3:30 PM	6
VIRTUAL: Creativity and Instructional Strategies for the GT Classroom: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/29/2021	6/29/2021	Gifted & Talented	8:00 AM	4:00 PM	6
VIRTUAL: Social & Emotional Needs of the Gifted: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	7/16/2021	7/16/2021	Gifted & Talented	8:30 AM	3:30 PM	6
VIRTUAL: Creativity and Critical Thinking Across the Disciplines: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	7/21/2021	7/21/2021	Gifted & Talented	8:30 AM	3:30 PM	6
VIRTUAL: GT UPDATE: Growing Giftedness Post Pivot - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	7/22/2021	7/22/2021	Gifted & Talented	8:30 AM	3:30PM	6
VIRTUAL: Differentiation for Advanced Students: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	7/23/2021	7/23/2021	Gifted & Talented	8:30 AM	4:00 PM	6

ESC 251: GT Nature & Needs-Limit 45	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements for the 6 GT Foundation hours for Nature & Needs. A total of 30 Foundation hours are required.	7/26/2021	7/26/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
ESC 251: GT: Social & Emotional Needs of Gifted Learners-Limit 50	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements for the 6 GT Foundation hours for Social & Emotional Needs. A total of 30 Foundation hours are required.	7/27/2021	7/27/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
ESC 251: GT: Id and Assessment of Gifted Learners-Limit 50	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements for the 6 GT Foundation hours for Identification and Assessment. A total of 30 Foundation hours are required.	7/28/2021	7/28/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
ESC 251: GT: Creativity in Instruction for Gifted Learners-Limit 50	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements. A total of 30 Foundation hours are required.	7/29/2021	7/29/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
ESC 251: GT: Differentiating Instruction for Gifted Learners-Limit 50	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements for the 6 GT Foundation hours for Differentiating Instruction. A total of 30 Foundation hours are required.	7/30/2021	7/30/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
VIRTUAL: DBQ Training - GT UPDATE CREDIT	Keith Hyndshaw	Document based questions are authentic assessments. Evidence-based argument, both spoken and written, is a necessary life skill. This is the primary focus of The DBQ Project. Students who do DBQs find meaning amidst an array of information. In real life, whether we are deciding how to vote, what to buy, or how to spend our time, we answer questions by looking at diffuse evidence and deciding what it means. DBQs and Mini-Qs are structured to allow students at all levels to practice answering engaging questions. As they learn to use evidence to support their arguments, students are practicing skills that will last them a lifetime.	6/17/2021	6/17/2021	GT / Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL: DBQ Training-Repeat Session - GT UPDATE CREDIT	Keith Hyndshaw	Document based questions are authentic assessments. Evidence-based argument, both spoken and written, is a necessary life skill. This is the primary focus of The DBQ Project. Students	7/22/2021	7/22/2021	GT / Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL: DBQ Training-Repeat Session - GT UPDATE CREDIT	Keith Hyndshaw	Document based questions are authentic assessments. Evidence-based argument, both spoken and written, is a necessary life skill. This is the primary focus of The DBQ Project. Students	7/26/2021	7/26/2021	GT / Social Studies	8:30:00 AM	3:30:00 PM	6
ESC 251: Leadership Academy (All Principals & AP's) Day 1 of 2	Paula Maeker Solution Tree	All Principals and AP's are invited to attend this two day leadership academy. We will learn about the PLC process in preparation for the district summer institute taking place on June 29-July 1.	6/9/2021	6/9/2021	Leadership	8:00 AM	4:00 PM	6
ESC 251: Leadership Academy (All Principals & AP's) Day 2 of 2	Paula Maeker Solution Tree	All Principals and AP's are invited to attend this two day leadership academy. We will learn about the PLC process in preparation for the district summer institute taking place on June 29-July 1.	6/10/2021	6/10/2021	Leadership	8:00 AM	4:00 PM	6

DHS LGI Room: FYT Mentor Training	Chad Nuetzmann	This mandatory mentor training is only intended for teachers who have been assigned by their campus Principal to serve as a mentor for a Protégé First Year Teacher for the upcoming school year. Attendance at this training is a requirement of the DISD Mentor program. This training will immediately follow the FYT/Mentor Luncheon also located in the MJHS Cafeteria.	8/9/2021	8/9/2021	Leadership	1:00 PM	4:00 PM	3
VIRTUAL: STAAR 2.0: STAAR4ward in Math (2 half-days)	Nancy Crouch-Lead4ward	The redesign of STAAR will require much more complex thinking for students. The 2021-2022 school year is an opportunity for teachers and leaders to have a renewed focus on instruction through the lens of the next generation of STAAR. Additionally, we will explore how teachers and leaders can integrate process standards to help students meet their full potential. This training takes place virtually over two days (June 3rd & 4th) from 8:00 am-11:00 am. Attendance at both days is required to attend.	6/3/2021	6/4/2021	Math	8:00:00 AM	11:00:00 AM	6
MJHS C106 & C108: McAdams Math Teacher Academy - Day 1	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/3/2021	6/3/2021	Math	12:30:00 PM	3:30:00 PM	3
JSES Staff ONLY: Math Problem Solving in Action Book Study (3rd-4th Grade) Asynchronous	Leslie Burke	This training is for Silbernagel 3rd & 4th grade math teachers only. Teachers will receive a copy of the book from the campus principal before leaving for the summer and will complete assigned tasks at their own pace over the summer. The text will focus on unpacking and scaffolding word problems and using mini-lessons to engage students in word problems. All participants will earn six hours of PD credit for successful completion of the book and activities.	6/3/2021	8/1/2021	Math	Asynchronous	Asynchronous	6
JSES Staff ONLY: Math Problem Solving in Action Book Study (Kinder-2nd Grade) Asynchronous	Leslie Burke	This training is for Silbernagel Kinder-2nd grade math teachers only. Teachers will receive a copy of the book from the campus principal before leaving for the summer and will complete assigned tasks at their own pace over the summer. The text will focus on implementing problem-solving workshops and workstations to maximize practice time. All participants will earn six hours of PD credit for successful completion of the book and activities.	6/3/2021	8/1/2021	Math	Asynchronous	Asynchronous	6

MJHS C106 & C108: McAdams Math Teacher Academy - Day 2	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/4/2021	6/4/2021	Math	12:30:00 PM	3:30:00 PM	3
MJHS C106 & C108: McAdams Math Teacher Academy - Day 3	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/7/2021	6/7/2021	Math	8:00:00 AM	3:30:00 PM	6
Lobit Elem A138: Grade 1 Curriculum Revisions (Invite ONLY)	Jacquelyn Kennedy	Grade 1 curriculum revisions and development. This is by invitation only.	6/7/2021	6/7/2021	Math	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Math G5-7 Region 4 presents 10 Essential Standard Resources - limit 30	Region 4 / Amanda Rodriguez, Shelley Bolen-Abbott	5th-7th grade Math - Region 4 presents 10 Essential Standard Resources. Limited to 30 participants.	6/9/2021	6/9/2021	Math	8:30:00 AM	11:30:00 AM	3
DHS K201: Math180 Training (part 1 of 2) - Blended Learning Virtual	Mandy Snelson	This is a virtual training for Math180, but participants are invited to attend together in Mandy's office K201. The training is divided into two half-day sessions (1-4pm) on June 9th and June 16th. Attendance at both sessions is required to receive credit. Please bring your device to use during the training.	6/9/2021	6/9/2021	Math	1:00 PM	4:00 PM	3
DHS K203/204: Pre College Algebra Curriculum	Melinda Jean Snelson	Persons teaching Pre College Algebra in the 21-22 school year. Please bring a laptop or chromebook.	6/14/2021	6/14/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K204: Algebra 2 Curriculum Day 1.	Melinda Jean Snelson	Persons teaching Algebra 2 in the 21-22 school year. Please bring a laptop or chromebook.	6/14/2021	6/14/2021	Math	8:00:00 AM	3:00:00 PM	6
ESC Boardroom: Mathematics Gr 3-4 Curriculum Vertical Team Meeting (Day 1: Invitation Only)	Jacquelyn Kennedy	This session will be by invitation only. You will be contacted by Jacquelyn Kennedy or campus instructional coach to request participation. We will meet as a vertical team to	6/14/2021	6/14/2021	Math	8:30:00 AM	3:30:00 PM	6
DHS K204: Algebra 2 Curriculum Day 2	Melinda Jean Snelson	Persons teaching Algebra 2 in the 21-22 school year. Please bring a laptop or chromebook.	6/15/2021	6/15/2021	Math	8:00:00 AM	3:00:00 PM	6
VIRTUAL: Math G8-Algebra Region 4 presents 10 Essential Standard Resources - limit 30	Region 4 / Amanda Rodriguez, Shelley Bolen-Abbott	8th Grade-Algebra - Region 4 presents 10 Essential Standard Resources. Limited to 30 participants.	6/15/2021	6/15/2021	Math	8:30:00 AM	11:30:00 AM	3

ESC 251: Mathematics Gr 3-4 Curriculum Vertical Team Meeting (Day 2: Invitation Only)	Jacquelyn Kennedy	This session will be by invitation only. You will be contacted by Jacquelyn Kennedy or campus instructional coach to request participation. We will meet as a vertical team to	6/15/2021	6/15/2021	Math	8:30:00 AM	3:30:00 PM	6
ESC 230/231: Mathematics K-2 Curriculum Vertical Team Meeting (Day 1: Invitation Only)	Jacquelyn Kennedy	This session will be by invitation only. You will be contacted by Jacquelyn Kennedy or campus instructional coach to request participation. We will meet as a vertical team to revise elementary	6/16/2021	6/16/2021	Math	8:30:00 AM	3:30:00 PM	6
VIRTUAL: G5 Math-8th Algebra Curriculum Vetting	Amanda Rodriguez	Teachers and/or coaches of 5th grade math, 6th grade math, 7th grade math, 8th grade math or 8th Algebra who are interested in getting a sneak peek into our new curriculum documents can sign up for	6/16/2021	6/16/2021	Math	8:30:00 AM	11:30:00 AM	3
DHS K201: Math180 Training (part 2 of 2) - Blended Learning Virtual	Mandy Snelson	This is a virtual training for Math180, but participants are invited to attend together in Mandy's office K201. The training is divided into two half-day sessions (1-4pm) on June 9th and June 16th.	6/16/2021	6/16/2021	Math	1:00 PM	4:00 PM	3
ESC 230/231: Mathematics K-2 Curriculum Vertical Team Meeting (Day 2: Invitation Only)	Jacquelyn Kennedy	This session will be by invitation only. You will be contacted by Jacquelyn Kennedy or campus instructional coach to request participation. We will meet as a vertical team to revise elementary	6/17/2021	6/17/2021	Math	8:30:00 AM	3:30:00 PM	6
DHS K203/204: AP Statistics Curriculum Day 1	Melinda Jean Snelson	Persons teaching AP Statistics in the 21-22 school year. Please bring a laptop or chromebook.	6/21/2021	6/21/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203/204: Pre-Calculus Curriculum Day 1	Melinda Jean Snelson	Persons teaching Pre-Calculus in the 21-22 school year. Please bring a laptop or chromebook.	6/21/2021	6/21/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203/204: Statistics Curriculum Day 1	Melinda Jean Snelson	Persons teaching Statistics in the 21-22 school year. Please bring a laptop or chromebook.	6/21/2021	6/21/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203/204: Pre-Calculus Curriculum Day 2	Melinda Jean Snelson	Persons teaching Pre-Calculus in the 21-22 school year. Please bring a laptop or chromebook.	6/22/2021	6/22/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203/204: Statistics Curriculum Day 2	Melinda Jean Snelson	Persons teaching Statistics in the 21-22 school year. Please bring a laptop or chromebook.	6/22/2021	6/22/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203: Algebraic Reasoning Curriculum Day 1.	Melinda Jean Snelson	Persons teaching Algebraic Reasoning in the 21-22 school year. Please bring a laptop or chromebook.	6/22/2021	6/22/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: AP Calculus Curriculum	Melinda Jean Snelson	Persons teaching AP Calculus in the 21-22 school year. Please bring a laptop or chromebook.	7/14/2021	7/14/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: HS PAP Math Curriculum	Melinda Jean Snelson	Persons teaching PAP Algebra 2, PAP Pre-Calculus, PAP Geometry in the 21-22 school year. Please bring a laptop or chromebook.	7/14/2021	7/14/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: Geometry Curriculum Day 1	Melinda Jean Snelson	Persons teaching Geometry in the 21-22 school year. Please bring a laptop or chromebook.	7/19/2021	7/19/2021	Math	8:00:00 AM	3:00:00 PM	6

DHS N124/125: Geometry Curriculum Day 2	Melinda Jean Snelson	Persons teaching Geometry in the 21-22 school year. Please bring a laptop or chromebook.	7/20/2021	7/20/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: Algebra 1 Curriculum Day 1	Melinda Jean Snelson	Persons teaching Algebra 1 in the 21-22 school year. Please bring a laptop or chromebook.	7/21/2021	7/21/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: Algebra 1 Curriculum Day 2	Melinda Jean Snelson	Persons teaching Algebra 1 in the 21-22 school year. Please bring a laptop or chromebook.	7/22/2021	7/22/2021	Math	8:00:00 AM	3:00:00 PM	6
KJHS E239: 7th grade Math Planning - KJHS staff only	Brendan Fitzpatrick	Teachers will collaborate with one another to plan for the upcoming school year. Participants will create an instructional calendar, common assessments, and instructional materials.	8/2/2021	8/2/2021	Math	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Intervention for Math with Lead4ward (Gr 3-EOC) - 2 half-days Required	Nancy Crouch-Lead4ward	How do we increase opportunities for learning math in the 2021-2022 school year? We know there will always be some students who need extra support. We also know that disruptions from COVID impacted all students. With disruption comes opportunity. We'll explore how to help students reassemble the bits and pieces of learning and, through this process, gain greater understanding. We'll reexamine intervention in math through the lens of process and content and prioritize high-impact curriculum standards. We'll refine and develop systems to create opportunities to learn: Intervention for All, Intervention for Some, and Intervention for a Few. And we'll explore how to leverage lead4ward tools and strategies to inform intervention and to plan with renewed intention. This training takes place over two days (August 3-4th 8:00-11:00 am)	8/3/2021	8/4/2021	Math	8:00:00 AM	11:00:00 AM	6
KJHS E239: 8th grade Math Planning - KJHS staff only	Brendan Fitzpatrick	Teachers will collaborate with one another to plan for the upcoming school year. Participants will create an instructional calendar, common assessments, and instructional materials.	8/5/2021	8/5/2021	Math	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Visible Learning for Math (K-12) Book Study	Brendan Fitzpatrick	Teachers will launch a book study to learn how to most effectively deliver math instruction by utilizing the principals within Visible Learning for Mathematics, Grades K-12.	8/9/2021	8/9/2021	Math	1:00 PM	4:00 PM	3
DHS LGI Room: First Year Teaching Academy	Chad Nuetzmann	This half-day training is for first year teachers only, new to the profession, who are NEW to DISD. This session will give teachers an overview of the Teacher Induction and Mentoring Program and describe the support teachers will receive throughout the year.	8/9/2021	8/9/2021	NEW to DISD	8:30 AM	11:30 AM	3

VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 1)	Technology Team	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions will be taking place simultaneously, you must use the zoom link associated with your assigned session. The link can be found in the course description and notes sections in eduphoria course. You do not need to enroll in this course. That will be done for you. Additionally, you will be emailed the link and any additional information prior to the training.	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 2)	Technology Team	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 3)	Technology Team	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 4)	Melinda Snelson & Qwin Cormier	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 5)	Vicky Smith & Jacquelyn Kennedy	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 6)	Jennifer Brewer & Susan Cook	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
DHS Auditorium: NEW to DISD Training for Professional Staff - Day 1 of 3 (REQUIRED)	DISD Staff	New to DISD Professional Employees will receive information on payroll, insurance/benefits, the employee handbook and Lead4ward. This is a mandatory training for all professionals newly hired by DISD to start in the Fall 2021 semester.	8/10/2021	8/10/2021	NEW to DISD	8:00 AM	4:00 PM	6
DHS Dance Room: NEW to DISD Training for Professional Staff, Restorative Practices - Day 2 of 3 (REQUIRED)	NEDRP Lead Presenter and 10+ DISD SGF's	NEW to DISD Professionals will receive a full-day of training in Restorative Practices and the six classroom tools on how to build relationships with students and create a safe and welcoming classroom environment. This is a mandatory training for all professionals newly hired by DISD to start in the Fall 2021 semester.	8/11/2021	8/11/2021	NEW to DISD	8:00 AM	4:00 PM	6
VIRTUAL: NEW to DISD Training for Professional Staff - Day 3 of 3 (REQUIRED)	DISD Staff	New to DISD Professional Employees will receive information on technology, special programs, and At-Risk training. This is a mandatory training for all professionals newly hired by DISD to start in the Fall 2021 semester.	8/12/2021	8/12/2021	NEW to DISD	8:00 AM	4:00 PM	6
VIRTUAL: PE & Health PD Day #1	Tina Knight-Gray	Virtual Zoom meeting with guest speakers. Speakers TBA.	6/7/2021	6/7/2021	Physical Ed	9:00:00 AM	3:00:00 PM	6

DHS Gym: PE & Health PD Day #2	Tina Knight-Gray	Collaboration with each grade level. Morning Session will start at Dickinson High School Gym at 8 am and break off into grade levels and difference campuses. Elementary teachers will meet with Jill Gonzales at KE Little, Middle School-Jr High and High Schools-TBD.	6/8/2021	6/8/2021	Physical Ed	8:00:00 AM	3:00:00 PM	6
ESC 251: Pre-kindergarten Three Cheers for PK Adoption Materials Training	Susan Cook	Meet Three Cheers for Pre-K. It's the all-new Pre-Kindergarten curriculum that helps you get young children ready for Grade K! Skills-based experiences and purposeful play initiate learning around quality children's literature.	8/3/2021	8/3/2021	Pre-K	8:00:00 AM	4:00:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #1) - Limit 30 per session	Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal modeling and instructional portion first, and then a hands on practical application portion in the afternoon. You may choose from any of the many session dates available throughout June and limited availability in July.	6/3/2021	6/3/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #2) - Limit 30 per session	Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/4/2021	6/4/2021	REQUIRED	8:00 AM	3:00 PM	6
DHS LGI: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #4) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/7/2021	6/7/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #3) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/7/2021	6/7/2021	REQUIRED	8:00 AM	3:00 PM	6
DHS LGI: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #6) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/8/2021	6/8/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #5) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/8/2021	6/8/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #7) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/9/2021	6/9/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #8) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/9/2021	6/9/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #10) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/10/2021	6/10/2021	REQUIRED	8:00 AM	3:00 PM	6

CRES Library: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #25) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/21/2021	6/21/2021	REQUIRED	8:00 AM	3:00 PM	6
ESC 251: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #22) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/22/2021	6/22/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #26) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/22/2021	6/22/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #27) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/23/2021	6/23/2021	REQUIRED	8:00 AM	3:00 PM	6
CRES Library: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #28) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/24/2021	6/24/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #29) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/25/2021	6/25/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #30) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/29/2021	6/29/2021	REQUIRED	8:00 AM	3:00 PM	6
MJHS A129: Aquatic Science Curriculum Planning	Carol Bullock	Lesson Planning, Curriculum Development and Calendar out the year	6/3/2021	6/3/2021	Science	8:30:00 AM	3:30:00 PM	6
MJHS B123 & B121: McAdams Science Teacher Academy - Day 1	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/7/2021	6/7/2021	Science	8:00:00 AM	3:30:00 PM	6
MJHS B123 & B121: McAdams Science Teacher Academy - Day 2	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies	6/8/2021	6/8/2021	Science	8:00:00 AM	3:30:00 PM	6
DHS S212: Chemistry Curriculum Planning	Carol Bullock	HS Chemistry will discuss essential standards and calendar out the year	6/9/2021	6/9/2021	Science	8:30:00 AM	3:30:00 PM	6
ESC 230/231: 5th Grade Science Curriculum - Limit 15	Vicky Hood	Current 5th grade science teachers are invited to edit our district curriculum documents and develop resources for the 2021-2022 school year.	6/9/2021	6/9/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Region 4: Visual Literacy in Science (Grades K - 12)	Region 4 - Hanna Roach	Region 4: Visual Literacy in Science. This is for all K-12 Science teachers.	6/10/2021	6/10/2021	Science	8:30:00 AM	11:30:00 AM	3

VIRTUAL: Region 4: Effective Questioning in the Science Classroom (Grades K - 12)	Region 4 - Hanna Roach	Region 4: Effective Questioning in the Science Classroom. This is for all K-12 Science teachers	6/10/2021	6/10/2021	Science	12:30:00 PM	3:30:00 PM	3
MJHS B123: DMS/BMS 6th Science Curriculum planning	Carol Bullock	Curriculum Planning: Will introduce/discuss essential standards and work on pacing calendar. Participants please bring a device to access the internet, and digital resources.	6/14/2021	6/14/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: 6th/7th STEM Science Curriculum Planning - Day 1	Carol Bullock	STEM 6/7 curriculum planning. Discuss essential standards and will calendar out the year	6/15/2021	6/15/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: 6th/7th STEM Science Curriculum Planning - Day 2	Carol Bullock	6th/7th STEM Science Will introduce essential standards and will calendar out the year.	6/16/2021	6/16/2021	Science	8:30:00 AM	3:30:00 PM	6
KJHS E164: 7th Science Curriculum Planning	Carol Bullock	Participants will discuss essential standards and calendar out the year.	6/17/2021	6/17/2021	Science	8:30:00 AM	3:30:00 PM	6
LMS C211: 6th Science Curriculum Planning	Carol Bullock	Essential Standards will be discussed and we will calendar out the year	6/21/2021	6/21/2021	Science	8:30:00 AM	3:30:00 PM	6
ESC 230/231: 1st and 2nd Grade Science Curriculum Development	1st and 2nd Grade Science Curriculum Development	1st and 2nd grade science teachers will develop resources such as example unit plans and assessment items for the 2021-2022 school year. If possible, please bring your own laptop. (Course	6/22/2021	6/22/2021	Science	8:30:00 AM	3:30:00 PM	6
ESC 230/231: 3rd and 4th Grade Science Curriculum Development	3rd and 4th Grade Science Curriculum Development	3rd and 4th grade science teachers will develop resources such as example unit plans and assessment items for the 2021-2022 school year. If possible, please bring your own laptop. (Course	6/23/2021	6/23/2021	Science	8:30:00 AM	3:30:00 PM	6
KJHS E274: Kranz 8th Science Curriculum Planning	Carol Bullock	Essential standards will be discussed and we will calendar out the year	6/24/2021	6/24/2021	Science	8:30:00 AM	3:30:00 PM	6
MJHS A129: HS Envir. Science Curriculum Planning	Carol Bullock	We will discuss essential standards and calendar out the year. Please bring a device to access digital resources.	6/28/2021	6/28/2021	Science	8:30:00 AM	3:30:00 PM	6
KJHS E270: STEM 8 Biology Curriculum Planning	Carol Bullock	Discuss EOC data, Essential Standards and calendar out the year	7/12/2021	7/12/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Beginners, Enders & In-Betweeners (Grades 3 -12 science)	Region 4 - Elisa Lewis	Region 4: Beginners, Enders & In-Betweeners. This is for all 3-12 Science teachers. Beginners, Enders & In-Betweeners in the Science Classroom Science is an epic story and a great science lesson is a chapter that can keep kids on the edge of their seats. What can a science teacher do to make the story by getting students' attention and setting them up to be successful. Learn strategies to wrap up a lesson to make it memorable and meaningful. Fill the in-between time with engaging activities, checks for understanding, and ways to make learning personal and purposeful.	7/19/2021	7/19/2021	Science	8:30:00 AM	11:30:00 AM	3

VIRTUAL: Formative Assessment Make and Take (Grades 3 -12 science)	Region 4 - Elisa Lewis	Region 4: Formative Assessment Make & Take. This is for all 3-12 Science teachers. Formative Assessment Make-N-Take Dissect content exemplars and discover the secrets of writing formative assessment items that increase rigor and reveal student thinking.	7/19/2021	7/19/2021	Science	12:30:00 PM	3:30:00 PM	3
DHS S211: PAP Chemistry Curriculum Planning	Carol Bullock	Discussion of essential standards and calendar out the year	7/20/2021	7/20/2021	Science	8:30:00 AM	3:30:00 PM	6
DHS R204: HS Biology Curriculum Planning - Day 1 of 2	Carol Bullock	Discuss Essential standards and we will calendar out the year	7/26/2021	7/26/2021	Science	8:30:00 AM	3:30:00 PM	6
DHS R204: HS Biology Curriculum Planning - Day 2 of 2	Carol Bullock	EOC Data Analysis Calendar out the year	7/27/2021	7/27/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Texas LRE: Kids are Citizens, Too	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . Kids	6/1/2021	6/1/2021	Social Studies	8:00:00 AM	3:00:00 PM	6
MJHS B124 & B122: McAdams SS Teacher Academy - Day 1	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies	6/3/2021	6/3/2021	Social Studies	8:00:00 AM	3:30:00 PM	6
VIRTUAL: Texas LRE: Liberty Kids (4th-5th Social Studies)	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ .	6/3/2021	6/3/2021	Social Studies	8:00:00 AM	3:00:00 PM	6
MJHS B124 & B122: McAdams SS Teacher Academy - Day 2	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies	6/4/2021	6/4/2021	Social Studies	8:00:00 AM	3:30:00 PM	6
VIRTUAL: Texas LRE: Institute on Founding Documents (5 days) - 8th Soc Studies & HS Government.	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . Join	6/7/2021	6/11/2021	Social Studies	8:00:00 AM	3:00:00 PM	30
ESC Boardroom: Social Studies Essential Standards --Elementary and Middle School - Day 1 of 2 - Limit 20	Susan Haynes	You must contact Susan Haynes directly to apply to participate in this training. Teachers must have taught current content for at least two years to attend this training. Teachers will be identifying	6/8/2021	6/8/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: Social Studies Essential Standards --Elementary and Middle School - Day 2 of 2 - Limit 20	Susan Haynes	You must contact Susan Haynes directly to apply to participate in this training. Teachers must have taught current content for at least two years to attend this training. Teachers will be identifying	6/9/2021	6/9/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL:STAAR4ward in Social Studies - limit 50	Jodi Denton	The redesign of STAAR will require much more complex thinking for students. The 2021-2022 school year is an opportunity for teachers and leaders to have a renewed focus on instruction	6/10/2021	6/10/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Texas LRE: Exploring the Ideas that Unite Us - 2 DAYS, Secondary Social Studies	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . This	6/14/2021	6/15/2021	Social Studies	8:00:00 AM	3:00:00 PM	12

ESC Boardroom: Social Studies Essential Standards Framework--Jr. High and High School - Day 1 of 2 - Limit 20	Susan Haynes	You must contact Susan Haynes directly to apply to participate in this training. Teachers must have taught current content for at least two years to attend this training. Teachers will be identifying	6/15/2021	6/15/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: Social Studies Essential Standards Framework--Jr. High and High School - Day 2 of 2 - Limit 20	Susan Haynes	You must contact Susan Haynes directly to apply to participate in this training. Teachers must have taught current content for at least two years to attend this training. Teachers will be identifying	6/16/2021	6/16/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL: WELLS 2 - Social Studies Program-District Dyslexia Specialist (By Invitation Only)	Maricela Guerrero	WELLS 2-Social Studies program: the class will focus on the 6 areas that follow. How reading works The 6 syllable types Building fluency to have comprehension Why do students exhibit	6/21/2021	6/22/2021	Social Studies	8:00:00 AM	3:30:00 PM	12
VIRTUAL: Texas LRE: Teaching the Tough TEKS Grade 08 - 4 DAYS	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . In	6/21/2021	6/24/2021	Social Studies	8:00:00 AM	3:00:00 PM	24
VIRTUAL: Texas LRE: Teaching the Tough TEKS High School EOC - 4 DAYS	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . In	6/21/2021	6/24/2021	Social Studies	8:00:00 AM	3:00:00 PM	24
VIRTUAL: Texas LRE: Lone Star Government (2 DAYS) Session Information Only	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Join	6/28/2021	6/29/2021	Social Studies	8:00:00 AM	3:00:00 PM	12
VIRTUAL: Texas LRE: Civics Rocks (2 DAYS) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Join	6/30/2021	7/1/2021	Social Studies	8:00:00 AM	3:00:00 PM	12
VIRTUAL: Texas LRE: Exploring the Ideas that Unite Us (2 DAYS) Secondary Social Studies: INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . This	7/7/2021	7/8/2021	Social Studies	8:00:00 AM	3:00:00 PM	12
VIRTUAL: Texas LRE: Teaching the Tough TEKS Grade 08 (4 DAYS) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . In	7/12/2021	7/15/2021	Social Studies	8:00:00 AM	3:00:00 PM	24
VIRTUAL: Texas LRE: Teaching the Tough TEKS High School EOC (4 DAYS) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . In	7/12/2021	7/15/2021	Social Studies	8:00:00 AM	3:00:00 PM	24
VIRTUAL: Texas LRE: (K-3rd) Kids are Citizens, Too-INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Kids	7/13/2021	7/13/2021	Social Studies	8:00:00 AM	3:00:00 PM	6
VIRTUAL: Texas LRE: (4th-5th) Liberty Kids (2 DAYS) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ .	7/14/2021	7/15/2021	Social Studies	8:00:00 AM	3:00:00 PM	12
VIRTUAL: Texas LRE: Institute on Founding Documents-5 DAYS (8th Grade & HS Government) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Join	7/19/2021	7/23/2021	Social Studies	8:00:00 AM	3:00:00 PM	30
VIRTUAL: Texas LRE: (4th & 7th) Lone Star Government-INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Join	7/22/2021	7/23/2021	Social Studies	8:00:00 AM	3:00:00 PM	12

DHS TBD: CPI Refresher Course - DHS teachers and paras only:	Jamie Harbuck, Michael Herdman & Kim Fouts	Crisis Prevention Institute-program to provide verbal intervention strategies and nonviolent physical crisis intervention techniques for the care, welfare, safety, and security of all students and staff. This is a REFRESHER. You must already have taken a FULL course training. **You will be required to take an online portion and pass the test with 80% and above. You will receive your online instructions 2 weeks before the class through your work email. Please be looking for it. If you do not receive the email 2 weeks before class, you will need to email me. ~~You WILL NOT be admitted to class without~~	6/1/2021	6/1/2021	Special Programs	8:00:00 AM	12:00:00 PM	6
DHS TBD: CPI Refresher Course - DHS teachers and paras only:	Jamie Harbuck, Michael Herdman & Kim Fouts	Crisis Prevention Institute-program to provide verbal intervention strategies and nonviolent physical crisis intervention techniques for the care, welfare, safety, and security of all students and staff. This is a REFRESHER. You must already have taken a FULL course training. **You will be required to take an online portion and pass the test with 80% and above. You will receive your online instructions 2 weeks before the class through your work email. Please be looking for it. If you do not receive the email 2 weeks before class, you will need to email me. You WILL NOT be admitted to class without taking and passing this online course BEFORE class.	6/2/2021	6/2/2021	Special Programs	8:00:00 AM	12:00:00 PM	6
ESC 251: Creating a Successful IEP [REQUIRED for all returning SPED teachers]-Limit 60 (Multiple session dates available)	Kimberly Davidson	Standards Based IEP Process: from development to data [REQUIRED/Compliance] - for all returning SPED teachers. Teachers please bring your own laptop or district chromebook.	6/7/2021	6/7/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC 251: Creating a Successful IEP [REQUIRED for all returning SPED teachers]-Limit 60 (Multiple session dates available)	Kim Davidson	Standards Based IEP Process: from development to data [REQUIRED/Compliance] - for all returning SPED teachers. Teachers please bring your own laptop or district chromebook.	6/8/2021	6/8/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (day 1 of 2) Grades 7-12 Only - Limit 20	Kimberly Davidson	4 D's of Inclusion and Intervention: Design-Deliver-Do-Differentiate [Supporting and scaffolding instruction using Schoology as the platform] DAY 1: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (Grades 7-12 Inclusion Support Instructional Specialists -enrollment limited to 20)	6/15/2021	6/15/2021	Special Programs	8:30:00 AM	10:30:00 AM	6

VIRTUAL: G FORCE 1.0 - 4 D's of Specially Designed Instruction (day 1 of 2) K-12-limit 20	Kimberly Davidson	4 D's of Specially Designed Instruction (SDI): Design-Deliver-Do-Differentiate [Designing instruction using Schoology as the platform] DAY 1: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (enrollment limited to 20)	6/15/2021	6/15/2021	Special Programs	10:30:00 AM	12:30:00 PM	6
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (Day 1 of 2) - PreK-6 Only - Limit 20	Kimberly Davidson	4 D's of Inclusion and Intervention: Design-Deliver-Do-Differentiate [Supporting instruction using Schoology as the platform] DAY 1: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (Grades PK-6 Inclusion Support Instructional Specialists - enrollment limited to 20)	6/15/2021	6/15/2021	Special Programs	1:00:00 PM	3:00:00 PM	6
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (day 2 of 2) Grades 7-12 Only-limit 20	Kimberly Davidson	4 D's of Inclusion and Intervention: Design-Deliver-Do-Differentiate [Supporting and scaffolding instruction using Schoology as the platform] DAY 2: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (Grades 7-12 Inclusion Support Instructional Specialists -enrollment limited to 20)	6/22/2021	6/22/2021	Special Programs	8:30:00 AM	10:30:00 AM	6
VIRTUAL: G FORCE 1.0 - 4D's of Specially Designed Instruction (day 2 of 2) K-12-limit 20	Kimberly Davidson	4 D's of Specially Designed Instruction (SDI): Design-Deliver-Do-Differentiate [Designing instruction using Schoology as the platform] DAY 1: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (enrollment limited to 20)	6/22/2021	6/22/2021	Special Programs	10:30:00 AM	12:30:00 PM	6
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (Day 2 of 2) - PreK-6 Only-limit 20	Kimberly Davidson	4 D's of Inclusion and Intervention: Design-Deliver-Do-Differentiate [Supporting instruction using Schoology as the platform] DAY 2: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (Grades PK-6 Inclusion Support Instructional Specialists - enrollment limited to 20)	6/22/2021	6/22/2021	Special Programs	1:00:00 PM	3:00:00 PM	6
VIRTUAL: Preparing for an ARD and Frontline Support (Asynchronous) Google Classroom Course	Kimberly Davidson	You must enroll in this course in eduphoria as well as in the Google Classroom. Please use the Google Classroom code: 4bvn5vm to access the training. Upon completion of the training you will email Kim Davidson with documentation of completion and she will authorize credit for this course. THIS IS A SELF-PACED ONLINE COURSE - An overview of how to prepare for various types of ARDs using the Frontline platform.	6/28/2021	8/12/2021	Special Programs	n/a	n/a	3
MJHS Library: Special Education Certification Preparation Course	Kimberly Mcdougald	Special Education Certification test preparation course.	7/27/2021	7/27/2021	Special Programs	8:30:00 AM	3:30:00 AM	6

ESC 251: Creating a Successful IEP [REQUIRED for all returning SPED teachers]-Limit 60 (Multiple session dates available)	Kimberly Davidson	Standards Based IEP Process: from development to data [REQUIRED/Compliance] - for all returning SPED teachers. Teachers please bring your own laptop or district chromebook.	8/4/2021	8/4/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC 251: Creating a Successful IEP [REQUIRED for all returning SPED teachers]-Limit 60 (Multiple session dates available)	Kimberly Davidson	Standards Based IEP Process: from development to data [REQUIRED/Compliance] - for all returning SPED teachers. Teachers please bring your own laptop or district chromebook.	8/5/2021	8/5/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
MJHS Library: Behavior Clinic 101 Overview - Limit 30 (Day 1 of 2)	Kimberly Davidson	Documentation Overview: Behavior Intervention Plan; Functional Behavioral Assessment; IEP/ARD Documentation. This course is targeted to Behavior Coaches and ABCD teachers (enrollment limit of 20)	8/9/2021	8/9/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
MJHS Library: Behavior Clinic 101: Practical Application - Limit 30 (Day 2 of 2)	Kimberly Davidson	Practical application: Behavior Intervention Plan; Functional Behavioral Assessment; IEP/ARD Documentation. This course is targeted to Behavior Coaches and ABCD teachers (enrollment limit of 20)	8/10/2021	8/10/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Social Skills in Action - Limit 50 (Asynchronous)	Omar Cobo	Review of social skills resources and strategies to use with students of all grade levels and programs (limit 50: target audience is Behavior Coaches, ABCD teachers, SAILS teachers and other special education staff who teach social skills) This course will be a self-paced google classroom style training which will require the submission of one or more short assignments/quizzes.	8/11/2021	8/11/2021	Special Programs	Asynchronous	Asynchronous	3
DHS CT-113: Robotics Training for NEW Coaches (LEVEL 1)	Sara Malloy	This training is designed for new robotics coaches to the district. The course will include an overview of VEX robotics kits and parts. It will give an overview of the current VEX game/design challenge as well as DISD tournament layout. The Engineering Design Process and engineering notebook will also be covered. What to bring: Robotics laptop and charger, One VEX Kit (with charged batteries - brain and controller), Paper & writing utensil (for notes)	7/20/2021	7/20/2021	STEM	8:30 AM	3:30 PM	6
DHS CT-113: Robotics Training for EXPERIENCED Coaches (LEVEL 2)	Sara Malloy	This training is designed for returning robotics coaches to the district. This course will cover effective strategies for VEX competitions. This will be a deep dive into topics such as game strategy/analysis, engineering design process, engineering notebook, programming and troubleshooting. What to bring: Robotics laptop and charger, One VEX Kit (with charged batteries - brain and controller), Paper & writing utensil (for notes)	7/22/2021	7/22/2021	STEM	8:30 AM	3:30 PM	6

Enrollment Data

Enrollment data from June 1, 2021 to August 12, 2021



All Courses

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
VIRTUAL Texas LRE: Kids are Citizens, Too PK-3rd (Information only)-Not eligible for exchange day credit	6/1/2021	50	0	0	0	0
VIRTUAL: GT UPDATE: Creating the Perfect Bite. Provided by Houston Area Co-op (Live Event)-NOT for Exchange Day Credit	6/1/2021	900	11	0	0	100
ESC 251: Librarian Network Meeting	6/1/2021	30	14	0	0	100
KJHS ILT PLANNING	6/2/2021	30	8	0	0	100
ESC 230: MAP Data Analysis Refresher	6/2/2021	30	5	0	0	100
DHS TBD: CPI Refresher Course - DHS admin only: (NOT eligible for exchange day credit)	6/2/2021	25	16	0	0	100
JSES Staff ONLY: Math Problem Solving in Action Book Study (3rd-4th Grade) Asynchronous June 3-Aug 1	6/3/2021	30	8	0	0	100
JSES Staff ONLY: Math Problem Solving in Action Book Study (Kinder-2nd Grade) Asynchronous June 3-Aug 1	6/3/2021	30	13	0	0	100
DHS TBD: CPI Refresher Course - DHS teachers and paras only:	6/3/2021	25	13	0	0	100
VIRTUAL Texas LRE: Liberty Kids (4th-5th Social Studies) - Session Information Only	6/3/2021	30	0	0	0	0
VIRTUAL: STAAR 2.0: STAAR4ward in Math (2 half-days)	6/3/2021	100	73	0	0	100
MJHS B122/B124: McAdams SS Teacher Academy- Day 1	6/3/2021	30	9	0	0	100
MJHS Library & C124: McAdams ELA Teacher Academy- Day 1	6/3/2021	30	15	0	0	100
ACCEL Planning day	6/3/2021	30	4	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #1)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/3/2021	31	28	0	0	100
MJHS A129: Aquatic Science Curriculum Planning	6/3/2021	30	1	0	0	100
CTE: Health & Science - Field Experience: Day 1 (June 3-July 30)	6/3/2021	30	1	0	0	100
CTE: Education & Training - Field Experience: Day 1 (June 3-July 30)	6/3/2021	30	2	0	0	100
CTE: Business, Marketing & Finance - Field Experience: Day 1 (June 3-July 30)	6/3/2021	30	1	0	0	100
CTE: Arts, Audio Video Technology and Communications - Field Experience: Day 1 (June 3-July 30)	6/3/2021	30	1	0	0	100
CTE: Science, Technology, Engineering & Math - Field	6/3/2021	30	81	2	0	100

Experience: Day 1 (June 3-July 30)

CPI Refresher Course - MJHS only:	6/3/2021	25	2	0	0	100
MJHS C106/C108: McAdams Math Teacher Academy- Day 1	6/3/2021	30	12	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #2)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/4/2021	30	26	0	0	100
MJHS B122/B124: McAdams 8th grade SS Teacher Academy- Day 2	6/4/2021	30	8	0	0	100
MJHS Library: McAdams ELA Teacher Academy- Day 2	6/4/2021	30	13	0	0	100
CPI Refresher Course - BMS, KELES, LES, LMS, CAP teachers and paras only:	6/4/2021	25	11	0	0	100
MJHS C106/C108: McAdams Math Teacher Academy- Day 2	6/4/2021	30	12	0	0	100
DHS LGI: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #4)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/7/2021	30	23	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #3)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/7/2021	30	27	0	0	100
VIRTUAL Texas LRE: Institute on Founding Documents (8th Social Studies & HS Government) Session Information Only	6/7/2021	30	0	0	0	0
DHS 9th grade center R214: ABYDOS Writing Institute (K-12) 3 Weeks, Mon-Thurs June 7-10, 14-17, 21-24 (LIMIT 25)	6/7/2021	25	7	0	0	100
Esmond Science Planning Day 2021	6/7/2021	30	1	0	0	100
MJHS B121/B123: McAdams Science Teacher Academy- Day 1	6/7/2021	30	9	0	0	100
DHS Choir Room: Choir Collaboration 2021 - Analysis and steps forward	6/7/2021	30	4	0	0	100
MJHS C106/C108: McAdams Math Teacher Academy- Day 3	6/7/2021	30	11	0	0	100
LMS D-107: MS/JH Art - Project Share	6/7/2021	30	4	0	0	100
LES A138: Grade 1 Curriculum Revisions (Invite ONLY)	6/7/2021	30	4	0	0	100
ESC 251: Creating a Successful IEP [REQUIRED] - limit 60 (multiple sessions offered)	6/7/2021	60	39	0	0	100
VIRTUAL: PE & Health PD Day #1	6/7/2021	30	23	0	0	100
DHS Choir Room: Vocal Technique & Pedagogy	6/8/2021	30	4	0	0	100
DHS LGI: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #6)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/8/2021	30	23	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #5)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/8/2021	30	32	0	0	100
Social Studies Unit Test Banks (By Invitation Only)	6/8/2021	30	82	1	0	100

DHS GYM: PE & Health PD Day #2	6/8/2021	30	15	0	0	100
DALC HS Planning day	6/8/2021	30	5	0	0	100
MJHS B121/B123: McAdams Science Teacher Academy- Day 2	6/8/2021	30	9	0	0	100
DALC Planning day	6/8/2021	30	6	0	0	100
DCC Planning day	6/8/2021	30	4	0	0	100
LMS D-107: MS/JH Art - Mixed Media	6/8/2021	30	4	0	0	100
ESC Boardroom: Social Studies Essential Standards-- Middle School - Day 1 of 2 (Limit 20)	6/8/2021	20	6	0	0	100
ESC 251: Creating a Successful IEPs [REQUIRED/compliance] - limit 60 (multiple sessions offered)	6/8/2021	60	25	0	0	100
VIRTUAL: GT UPDATE (3 hours) The Power of Choice: Strategies for Increasing Agency in GT Students - Provided by Houston Area Co-op (Live Event)	6/8/2021	900	1	0	0	100
ESC 251: Leadership Academy (All Principals & AP's) - Day 1 of 2	6/9/2021	75	56	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #8)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/9/2021	30	28	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #7)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/9/2021	30	27	0	0	100
ESC 202: Chemistry Curriculum Planning	6/9/2021	30	7	0	0	100
VIRTUAL: Math G5-7 Region 4 presents a Resource for 10 Essential Standards (LIMIT 30)	6/9/2021	30	25	0	0	100
VIRTUAL: Anatomy Curriculum Planning	6/9/2021	30	1	0	0	100
VIRTUAL: MS/JH Art - Teaching the Elements	6/9/2021	30	7	0	0	100
ESC Boardroom: Social Studies Essential Standards-- Middle School - Day 2 of 2 (Limit 20)	6/9/2021	20	6	0	0	100
ESC 230/231: 5th Grade Science Curriculum (LIMIT 15)	6/9/2021	15	6	0	0	100
DHS K201: Math180 Training (part 1 of 2) - Blended learning Virtual	6/9/2021	30	3	0	0	100
VIRTUAL: GT UPDATE (3 hours) Using Picture Books to Teach Social and Emotional Skills - Provided by Houston Area Co-op (Live Event)	6/9/2021	900	9	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session # 10)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/10/2021	30	26	0	2	93
ESC 251: Leadership Academy (All Principals & AP's) - Day 2 of 2	6/10/2021	75	57	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session # 11)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/10/2021	30	27	0	0	100
VIRTUAL: Region 4: Visual Literacy in Science (Grades K-12)	6/10/2021	100	83	24	0	100

VIRTUAL: STAAR Forward in Social Studies (LIMIT 50)	6/10/2021	50	9	0	0	100
VIRTUAL: Region 4: Effective Questioning in the Science Classroom (Grades K-12)	6/10/2021	100	27	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #13- Limit 30 per session (RECOMMENDED for SECONDARY)	6/11/2021	31	25	0	0	100
DHS Fieldhouse G114: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #14)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/11/2021	30	26	0	0	100
KJHS E147: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session # 16)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/14/2021	30	10	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #15- Limit 30 per session (RECOMMENDED for SECONDARY)	6/14/2021	30	26	0	0	100
DHS A-107: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session # 12)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/14/2021	30	10	0	0	100
DHS K204: Algebra 2 Curriculum Day 1	6/14/2021	30	5	0	0	100
VIRTUAL Texas LRE: Exploring the Ideas that Unite Us-8th SS (2 days) Session Information Only	6/14/2021	30	0	0	0	0
ESC 251: GT Update: Growing Giftedness Post Pivot-Limit 50	6/14/2021	51	47	0	1	98
DHS Blackbox F104: Secondary Theater: The Team with A Vision	6/14/2021	30	8	0	0	100
MJHS B123 Science Lab: DMS/BMS 6th Science Curriculum Planning	6/14/2021	30	2	0	0	100
CPI Refresher Course - BMS, KELES, LES, LMS, CAP teachers and paras only:	6/14/2021	25	3	0	0	100
ESC Boardroom: Mathematics Gr 3-4 Curriculum Vertical Team Meeting (Day 1: Invitation Only)	6/14/2021	30	11	0	0	100
CRES Library: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #17)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/15/2021	30	28	0	2	93
DHS K204: Algebra 2 Curriculum Day 2	6/15/2021	30	6	0	0	100
VIRTUAL: GT UPDATE Conference - Provided by Houston Area Co-op (Live Event)	6/15/2021	900	16	0	0	100
KJHS E147: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session # 18)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/15/2021	30	5	0	0	100
ESC Boardroom: Social Studies Essential Standards--Jr. High and High School, Day 1 of 2 - (Limit 20)	6/15/2021	30	18	0	0	100
VIRTUAL: 6th/7th Grade STEM Science Curriculum Planning - Day 1	6/15/2021	30	84	2	0	100

of 2

VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (day 1 of 2) Grades 7-12 Only - Limit 20	6/15/2021	20	9	0	1	90
VIRTUAL: Math G8-Algebra Region 4 presents a Resource for 10 Essential Standards (LIMIT 30)	6/15/2021	30	6	0	0	100
ESC 251: Mathematics Gr 3-4 Curriculum Vertical Team Meeting (Day 2: Invitation Only)	6/15/2021	30	12	0	0	100
VIRTUAL: G FORCE 1.0 - 4 D's of Specially Designed Instruction (day 1 of 2) K-12-limit 20	6/15/2021	20	10	0	0	100
CPI Refresher Course - ESY teachers and paras only:	6/15/2021	25	6	0	0	100
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (Day 1 of 2) - PreK-6 Only - Limit 20	6/15/2021	20	17	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session # 20)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/16/2021	30	31	0	0	100
CRES Library: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #19)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/16/2021	30	29	0	0	100
DHS A-107: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #9)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/16/2021	30	6	0	0	100
ESC Boardroom: Social Studies Essential Standards--Jr. High and High School, Day 2 of 2 (LIMIT 20)	6/16/2021	20	17	0	0	100
VIRTUAL: G5 Math-8th Algebra Curriculum Vetting	6/16/2021	30	8	0	0	100
VIRTUAL: 6th/7th Grade STEM Curriculum Planning - Day 2 of 2	6/16/2021	30	2	0	0	100
ESC 230/231: Mathematics K-2 Curriculum Vertical Team Meeting (Day 1: Invitation Only)	6/16/2021	20	12	0	0	100
DHS K201: Math180 Training (part 2 of 2) - Blended learning Virtual	6/16/2021	30	3	0	0	100
VIRTUAL: AVID Path Institute #1 (2 Days) - LIMITED AVAILABILITY (Information only)	6/17/2021	30	0	0	0	0
VIRTUAL: AVID Path Institute #1 (2 Days) - LIMITED AVAILABILITY (Information only)	6/17/2021	30	0	0	0	0
KJHS E164: KJHS 7th Science Curriculum Planning	6/17/2021	30	4	0	0	100
VIRTUAL: DBQ Training	6/17/2021	30	28	0	1	97
ESC 230/231: Mathematics K-2 Curriculum Vertical Team Meeting (Day 2: Invitation Only)	6/17/2021	30	12	0	0	100
DHS Fieldhouse G114: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #24)- Limit 30 per session (Athletic Coaches)	6/18/2021	30	12	0	0	100
VIRTUAL: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #23)- Limit 30 per session	6/18/2021	30	30	0	0	100

(RECOMMENDED for ELEMENTARY)

Virtual: Dual Language Essentials for Effective Program Implementation	6/18/2021	40	21	0	0	100
DHS K204: AP Statistics Curriculum Day 1	6/21/2021	30	1	0	0	100
DHS K204: Statistics Curriculum Day 1	6/21/2021	30	1	0	0	100
DHS K203: Pre-Calculus Curriculum Day 1	6/21/2021	30	1	0	0	100
VIRTUAL Texas LRE: Teaching the Tough TEKS High School EOC (4 Days) Session Information Only	6/21/2021	30	0	0	0	0
VIRTUAL Texas LRE: Teaching the Tough TEKS Grade 08 (4 days) Session Information Only	6/21/2021	30	0	0	0	0
CRES Library: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #25)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/21/2021	30	27	0	0	100
VIRTUAL: WELLS 2 - Social Studies Program (By Invitation Only)	6/21/2021	30	25	0	0	100
ESC 251: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #21)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/21/2021	30	17	0	0	100
LMS C211: LMS 6th Science Curriculum Planning	6/21/2021	30	2	0	0	100
DHS K204: Statistics Curriculum Day 2	6/22/2021	30	1	0	0	100
DHS K203: Pre-Calculus Curriculum Day 2	6/22/2021	30	3	0	0	100
DHS K203: Algebraic Reasoning Curriculum Day 1	6/22/2021	30	3	0	0	100
Lobit Elem F122: Elementary Music Best Practices & Technology	6/22/2021	30	5	0	0	100
VIRTUAL: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #26)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/22/2021	30	31	0	0	100
ESC 251: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session # 22)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/22/2021	30	3	0	0	100
VIRTUAL: Meeting the Social-Emotional Needs of Gifted Children: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	6/22/2021	900	4	0	0	100
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (day 2 of 2) Grades 7-12 Only-limit 20	6/22/2021	20	9	0	0	100
ESC 230/231: 1st/2nd Grade Science Curriculum Development	6/22/2021	30	2	0	2	50
VIRTUAL: G FORCE 1.0 - 4D's of Specially Designed Instruction (day 2 of 2) K-12-limit 20	6/22/2021	20	12	0	1	92
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (Day 2 of 2) - PreK-6 Only-limit 20	6/22/2021	20	17	0	1	94
KAMP KRANZTASTIC PLANNING	6/23/2021	30	16	0	0	100
Lobit Elem F122: Elementary Music Collaboration & Curriculum Planning	6/23/2021	30	86	7	0	100

VIRTUAL: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #27)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/23/2021	30	24	0	0	100
#1 Dual Language Collaboration and Curriculum Planning	6/23/2021	40	13	0	0	100
ESC 230/231: 3rd/4th Grade Science Curriculum Development	6/23/2021	30	2	0	0	100
KAMP KRANZTASTIC PLANNING	6/24/2021	30	16	0	0	100
CRES Library: Schoology Teacher Training- REQUIRED for ALL Returning Teachers (Session #28)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/24/2021	30	30	0	0	100
#2 Dual Language Collaboration and Curriculum Planning	6/24/2021	40	11	0	0	100
KJHS E274: KJHS 8th Science Curriculum Planning	6/24/2021	30	2	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #29)- Limit 30 per session (RECOMMENDED for SECONDARY)	6/25/2021	30	28	0	0	100
Transition to English Dyslexia (By Invitation Only)	6/25/2021	30	4	0	0	100
VIRTUAL: Preparing for an ARD and Frontline Support (Asynchronous) Google Classroom Course June 28-Aug 12	6/28/2021	200	30	0	0	100
Social Studies Unit Test Banks (By Invitation Only)	6/28/2021	30	1	0	0	100
ESC 251: 3rd-4th Grade ELAR-Diving Deeper into Word Study for Struggling Readers and Writers	6/28/2021	70	9	0	0	100
VIRTUAL: Texas LRE: Lone Star Government (2 DAYS) 4th & 7th Gr. Sessions Information Only	6/28/2021	100	0	0	0	0
VIRTUAL: Differentiated Instruction for GT Learners: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	6/28/2021	900	6	0	0	100
DHS LGI Room: Joyful Learning	6/28/2021	40	14	0	0	100
MJHS Auditorium: Solution Tree PLC @ Work Conference @ MJHS(By Invitation Only)	6/29/2021	130	110	0	0	100
DHS Auditorium: Solution Tree PLC @ Work Conference @ DHS(By Invitation Only)	6/29/2021	150	135	0	0	100
Social Studies Unit Test Banks (By Invitation Only)	6/29/2021	30	1	0	0	100
VIRTUAL: Creativity and Instructional Strategies for the GT Classroom: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	6/29/2021	900	6	0	0	100
VIRTUAL: Schoology Teacher Foundation Training- REQUIRED for ALL Returning Teachers (Session #30)- Limit 30 per session (RECOMMENDED for ELEMENTARY)	6/29/2021	39	31	0	0	100
DALC IND Planning day	6/30/2021	30	6	0	0	100
VIRTUAL: Texas LRE: Civics Rocks (2 DAYS) INFORMATION ONLY	6/30/2021	70	0	0	0	0
ACCEL IND Planning day	6/30/2021	30	87	1	0	100

DCC IND Planning day	6/30/2021	30	4	0	0	100
#3 Dual Language Collaboration and Curriculum Planning	6/30/2021	40	11	0	0	100
#4 Dual Language Collaboration and Curriculum Planning	7/1/2021	40	11	0	0	100
VIRTUAL: Texas LRE: Exploring the Ideas that Unite Us (2 DAYS) 8th Social Studies: INFORMATION ONLY	7/7/2021	30	0	0	0	0
VIRTUAL: Texas LRE: Teaching the Tough TEKS Grade 08 (4 DAYS) INFORMATION ONLY	7/12/2021	30	0	0	0	0
VIRTUAL: 3-EOC ELAR STAAR4WARD in Literacy - Part 1 of 2	7/12/2021	100	28	0	0	100
DHS TBD: CTE: Health & Science - Curriculum Planning: Day 2	7/12/2021	30	4	0	0	100
DHS TBD: CTE: Education & Training - Curriculum Planning: Day 2	7/12/2021	30	2	0	0	100
DHS TBD: CTE: Arts, Audio Video Technology and Communications - Curriculum Planning: Day 2	7/12/2021	30	1	0	0	100
VIRTUAL: Texas LRE: Teaching the Tough TEKS High School EOC (4 DAYS) INFORMATION ONLY	7/12/2021	30	0	0	0	0
KJHS E270: STEM 8 Biology Curriculum Planning	7/12/2021	30	1	0	0	100
VIRTUAL: 3-EOC ELAR STAAR4WARD in Literacy - Part 2 of 2	7/13/2021	100	28	0	2	93
VIRTUAL Texas LRE: Kids are Citizens, Too (PK-3rd) INFORMATION ONLY	7/13/2021	30	0	0	0	0
MJHS:A129: Astronomy curriculum planning Day 1	7/13/2021	30	2	0	0	100
DHS N124/125: AP Calculus Curriculum	7/14/2021	30	1	0	0	100
DHS N124/125: HS PAP Math Curriculum	7/14/2021	30	1	0	0	100
VIRTUAL: Texas LRE: (4th-5th) Liberty Kids (2 DAYS) INFORMATION ONLY	7/14/2021	30	0	0	0	0
MJHS:A129: Astronomy curriculum planning Day 2	7/14/2021	30	2	0	0	100
VIRTUAL: Social & Emotional Needs of the Gifted: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	7/16/2021	900	2	0	0	100
'READ 180 Universal Digital Access Getting Started Virtual Exchange Live Online 1 Hour Course (378983)'	7/19/2021	30	4	0	0	100
DHS N124/125: Geometry Curriculum Day 1	7/19/2021	30	6	0	0	100
VIRTUAL: Texas LRE: Institute on Founding Documents-5 DAYS (8th Grade & HS Government) INFORMATION ONLY	7/19/2021	30	0	0	0	0
VIRTUAL: 3rd-EOC Lead4ward Intervention for Literacy-Part 1 of 2 - Limit 100	7/19/2021	100	14	0	1	93
VIRTUAL: Beginners, Enders & In-Betweeners (Grades 3-12 Science)-Region 4	7/19/2021	100	12	0	0	100
DHS Bandhall: Band Vertical Alignment and Pedagogy Training-Day 1	7/19/2021	30	13	0	0	100
VIRTUAL: Formative Assessment Make & Take (Science Grades 3-12) -	7/19/2021	100	88	11	0	100

Region 4

DHS N124/125: Geometry Curriculum Day 2	7/20/2021	30	6	0	0	100
VIRTUAL: 3rd-EOC Lead4ward Intervention to Literacy-Part 2 of 2 - Limit 100	7/20/2021	100	12	0	0	100
DHS CT-113: Robotics Training for NEW Coaches (LEVEL 1)	7/20/2021	30	4	0	0	100
DHS S211: PAP Chemistry Curriculum Planning	7/20/2021	30	1	0	0	100
DHS Bandhall: Band Vertical Alignment and Pedagogy Training- Day 2	7/20/2021	30	12	0	0	100
DHS N124/125: Algebra 1 Curriculum Day 1	7/21/2021	30	10	0	0	100
VIRTUAL: Creativity and Critical Thinking Across the Disciplines: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	7/21/2021	900	5	0	0	100
ESC 230/231: English I & II Curriculum Training	7/21/2021	30	11	0	0	100
DHS N124/125: Algebra 1 Curriculum Day 2	7/22/2021	30	3	0	0	100
VIRTUAL: Texas LRE: (4th & 7th) Lone Star Government- INFORMATION ONLY	7/22/2021	30	0	0	0	0
DHS N231/R214: English I & II Unit Planning	7/22/2021	30	4	0	0	100
VIRTUAL: DBQ Training - Repeat Session	7/22/2021	30	26	0	0	100
DHS CT-113: Robotics Training for EXPERIENCED Coaches (LEVEL 2)	7/22/2021	30	2	0	0	100
ESC CR247: IPC Curriculum Planning	7/22/2021	30	1	0	0	100
VIRTUAL: GT UPDATE: Growing Giftedness Post Pivot - Provided by Houston Area Co-op (Live Event)	7/22/2021	900	10	0	0	100
VIRTUAL: Differentiation for Advanced Students: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	7/23/2021	900	4	0	0	100
Virtual ESL 154 training with Dr. ET Trevino	7/24/2021	100	18	0	0	100
ESC 251: G/T Nature and Needs - Limit 50	7/26/2021	50	9	0	0	100
JSES Library: ELAR K-3 Reading Academy Cohort, Day 1	7/26/2021	50	15	0	0	100
SLES Cafe: ELAR K-3 Reading Academy Cohort, Day 1	7/26/2021	30	17	0	0	100
#5 Dual Language Collaboration and Curriculum Planning	7/26/2021	40	2	0	0	100
ESC CR 202: Day 1 of 2 HS Biology Curriculum Planning	7/26/2021	30	6	0	0	100
VIRTUAL: DBQ Training - Repeat Session	7/26/2021	30	21	0	0	100
ESC 230/231: English III & IV Curriculum Training	7/26/2021	30	8	0	0	100
JSES Library: ELAR K-3 Reading Academy Cohort, Day 2	7/27/2021	30	14	0	0	100
SLES Cafe: ELAR K-3 Reading Academy Cohort, Day 2	7/27/2021	30	17	0	0	100
ESC 251: G/T Social & Emotional Needs of Gifted Learners - Limit 50	7/27/2021	50	13	0	0	100
ESC 232: MClass Training	7/27/2021	50	10	0	0	100

MJHS Library: Special Education Certification Prep Course	7/27/2021	30	16	0	0	100
ESC CR 202:: Day 2 of 2 HS Biology Curriculum Planning	7/27/2021	30	6	0	0	100
DHS N239/N253: English III & IV Unit Planning	7/27/2021	30	6	0	0	100
#6 Dual Language Collaboration and Curriculum Planning	7/27/2021	40	3	0	0	100
ESC Boardroom: Schoology Teacher Training- Make up Session - Limit 50	7/28/2021	50	32	0	0	100
SLES Cafe: ELAR K-3 Reading Academy Cohort, Day 3	7/28/2021	30	18	0	0	100
JSES Library: ELAR K-3 Reading Academy Cohort, Day 3	7/28/2021	30	14	0	0	100
VIRTUAL: G/T ID & Assessment of Gifted Learners - LIMIT 50 (Asynchronous)	7/28/2021	50	11	0	0	100
ESC 251: G/T Creativity in Instruction for Gifted Learners - Limit 50	7/29/2021	50	17	0	0	100
ESC 232: MClass Reading Training	7/29/2021	50	10	0	0	100
JSES Cafeteria: Reading and Writing with Noel Gray (Silbernagel Teachers ONLY)	7/29/2021	30	29	0	0	100
ESC 251: G/T Differentiating Instruction for Gifted Learners - Limit 50	7/30/2021	50	11	0	0	100
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	8/2/2021	30	19	0	0	100
BCES Library: ELAR K-3 Reading Academy Cohort, Day 1 of 3	8/2/2021	30	21	0	0	100
CRES Library: ELAR K-3 Reading Academy Cohort, Day 1 of 3	8/2/2021	30	20	0	0	100
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	8/2/2021	30	22	0	0	100
MJHS B122: McAdams 7th grade SS Teacher Academy- Day 2	8/2/2021	30	4	0	0	100
KJHS E239: 7th grade Math Planning - KJHS staff only	8/2/2021	30	8	0	0	100
VIRTUAL: 5-8 Introduction to Notice and Note FICTION	8/2/2021	100	3	0	2	60
DHS E101: Secondary Art Collaboration 2021 - Day 1	8/2/2021	30	7	0	0	100
VIRTUAL: 5-8 Introduction to Notice and Note Nonfiction Signposts	8/2/2021	100	4	0	1	80
VIRTUAL: Intervention for Math with Lead4ward (Gr 3-EOC) 2 half-days	8/3/2021	100	40	0	0	100
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	8/3/2021	30	16	0	0	100
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3	8/3/2021	30	19	0	0	100
BCES Library: ELAR K-3 Reading Academy Cohort, Day 2 of 3	8/3/2021	30	21	0	0	100
CRES Library: ELAR K-3 Reading Academy Cohort, Day 2 of 3	8/3/2021	30	19	0	0	100
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3	8/3/2021	30	22	0	0	100
ESC 251: Pre-Kindergarten Three Cheers for PK Adoption Materials Training	8/3/2021	30	14	0	0	100
Kranz JH E127: 7th ELA (Day 1 of 2) - Kranz Teachers Only	8/3/2021	30	9	0	0	100
CPI Refresher Course - DMS teachers	8/3/2021	25	14	0	0	100

and paras only:

21-22 DHS English II Planning Day	8/3/2021	30	8	0	0	100
DHS E101: Secondary Art Collaboration 2021 - Day 2	8/3/2021	30	6	0	0	100
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3	8/4/2021	30	19	0	0	100
BCES Library: ELAR K-3 Reading Academy Cohort, Day 3 of 3	8/4/2021	30	21	0	0	100
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3	8/4/2021	60	12	0	0	100
KJHS Gr. 8 SCIENCE PLANNING	8/4/2021	30	6	0	0	100
CPI Refresher Course - Hughes Rd teachers and paras only:	8/4/2021	25	10	0	0	100
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3	8/4/2021	30	22	0	0	100
CRES Library: ELAR K-3 Reading Academy Cohort, Day 3 of 3	8/4/2021	30	19	0	0	100
Kranz JH E127: 7th ELA (Day 2 of 2) - Kranz Teachers Only	8/4/2021	30	9	0	0	100
ESC 251: Creating Successful IEPs (Limit 60)	8/4/2021	60	25	0	0	100
CPI Refresher Course - DMS teachers and paras only:	8/4/2021	25	4	0	0	100
CPI Refresher Course - BMS, KELES, LES, LMS, CAP teachers and paras only:	8/4/2021	25	10	0	0	100
KJHS Gr. 7 SCIENCE PLANNING	8/5/2021	30	4	0	0	100
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3	8/5/2021	60	12	0	0	100
KJHS E239: 8th grade Math Planning - KJHS staff only	8/5/2021	30	7	0	0	100
Kranz JH E127: 8th ELA (Day 1 of 2) - Kranz Teachers Only	8/5/2021	30	4	0	0	100
MJHS Cafeteria: Creating Successful IEPs (Limit 60)	8/5/2021	60	32	0	0	100
ESC RM 202 : Organizing Cognitive Achievement Data in the FIE	8/5/2021	30	7	0	0	100
DHS Blackbox F104: Secondary Theater - Day #2	8/6/2021	30	6	0	0	100
BASICS OF 504	8/6/2021	30	7	0	0	100
Kranz JH E127: 8th ELA (Day 2 of 2) - Kranz Teachers Only	8/6/2021	30	5	0	0	100
ESC Room 232 : Best Practices for Conducting Bilingual Assessments - Part 1	8/6/2021	30	4	0	0	100
VIRTUAL: GT UPDATE: Meeting the Needs of the Underrepresented GT Student (Asynchronous Event) June 3-Aug 8	8/7/2021	900	15	0	0	100
VIRTUAL: Nature & Needs GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous) June 3-Aug 8	8/7/2021	900	31	0	0	100
VIRTUAL: GT UPDATE (3 hours) Practical Applications of the GT Basics - Provided by Houston Area Co-op (Asynchronous Event) June 3-Aug 8	8/7/2021	900	10	0	0	100
VIRTUAL: Social & Emotional: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous) June 3-Aug 8	8/7/2021	900	20	0	0	100
VIRTUAL: Differentiation: GT	8/7/2021	900	24	0	0	100

Foundation Course - Provided by
Houston Area Co-op. (Asynchronous)
June 3-Aug 8

VIRTUAL: GT UPDATE (3 hours) The Excellence Gap - Provided by Houston Area Co-op (Asynchronous Event) June 3-Aug 8	8/7/2021	900	4	0	0	100
VIRTUAL: Identification & Assessment of GT Students: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous) June 3-Aug 8	8/7/2021	900	25	0	0	100
VIRTUAL: Intro to Differentiating with Depth & Complexity Icons: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous) June 3-Aug 8	8/7/2021	900	12	0	0	100
VIRTUAL: Creativity in the GT Classroom: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous) June 3-Aug 8	8/7/2021	900	15	0	0	100
VIRTUAL: GT UPDATE: Meeting the Needs of GT Learners in AP/DC classes (Asynchronous Event) June 3- Aug 8	8/7/2021	900	8	0	0	100
KJHS SS CURRICULUM PLANNING	8/9/2021	30	8	0	0	100
DHS LGI Room: First Year Teacher Orientation & Luncheon (Invitation ONLY)	8/9/2021	100	46	0	0	100
MJHS Library: Behavior Clinic 101 Overview - (Day 1 of 2) Limit 30	8/9/2021	30	26	0	0	100
JSES D107: Elementary Art Teachers Collaboration Day (K through 4th Grade)	8/9/2021	30	8	0	0	100
ESC Boardroom : Special Programs - LD Evaluations Part 1	8/9/2021	30	7	0	0	100
DHS LGI Room: FYT Mentor Luncheon & Training (Required of all DISD Mentors)	8/9/2021	100	34	0	0	100
VIRTUAL: Visible Learning for Math (K-12) Book Study (KJHS staff only)	8/9/2021	30	10	0	0	100
DHS: NEW to DISD - Schoology Teacher Foundation Training	8/9/2021	200	144	0	0	100
CPI Refresher Course - KJHS teachers and paras only:	8/10/2021	25	8	0	0	100
DHS Auditorium: NEW to DISD Training for Professional Staff - Day 1 of 3 (REQUIRED)	8/10/2021	200	161	0	0	100
CRES B-115: Brewing Up Writers- Lucy Calkins Style! (ELAR Grades 1- 4) LIMIT 20	8/10/2021	20	7	0	0	100
ESC 251: Restorative Practices Refresher & Make and Take -Limit 70	8/10/2021	70	8	0	0	100
MJHS Library: Behavior Clinic 101: Practical Application (Day 2 of 2) - limit 30	8/10/2021	30	24	0	0	100
JSES D107: Technology in the Art Room (K through 4th Grade)	8/10/2021	30	8	0	0	100
CRES B-115: Brewing Up Writers-Part 2, The Writers Conference,Lucy Calkins Style! (ELAR Grades 1-4) - (Limit 20)	8/10/2021	20	9	0	0	100
DHS Dance Room: NEW to DISD Training for Professional Staff, Restorative Practices - Day 2 of 3 (REQUIRED)	8/11/2021	200	161	0	0	100
JSES D107: Elementary Art Teachers:	8/11/2021	30	6	0	0	100

Creation and Implementation Day 1:
(K through 4th grade)

VIRTUAL: Social Skills in Action - limit 50 (Asynchronous)	8/11/2021	90	90	2	0	100
CPI Refresher Course - BMS, KELES, LES, LMS, CAP teachers and paras only:	8/11/2021	25	6	0	0	100
VIRTUAL: Behavior Interventions and De-escalation - limit 50 (Asynchronous)	8/11/2021	90	88	0	0	100

DICKINSON INDEPENDENT SCHOOL DISTRICT

AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: CTE Report

Agenda Item: Dr. Jeff Pack, Dr. Melissa Everett

Background Information:

CTE Report attached.

Recommendation:

Information only.

Action Item: _____ Yes √ No

September 2021 Board Report CTE Certifications and Program Planning

4 Year CTE Certification Summary

2017-2018 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Michael Perry	Intro to Welding	NCCER Core Level 1	74	0	74
Craig Jones	Welding 1	AWS D1.1	31	0	31
		NCCER Welding 1	32	0	32
Ricky Cox	Welding II	AWS D9.1	33	0	33
		AWS D1.1	28	0	28
Jenny Hightower	Pharmacy Technician	Certified Pharmacy Technician	8	15	23
Vera Addison	Health Science	Certified Nurse Aide	13	3	16
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	4	4	8
		Totals	223	22	245

2018-2019 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Craig Jones	Intro to Welding	NCCER Core Level 1	70	1	71
	Welding 1	AWS D1.1	19	0	19
		NCCER Welding 1	20	1	21
Ricky Cox	Welding 1	AWS D9.1	29	0	29
	Welding 2	AWS D1.1	30	0	30
		AWS Tacking	60	0	60
Jenny Hightower	Pharmacy Technician	Certified Pharmacy Technician	9	6	15
Vera Addison	Health Science	Certified Nurse Aide	19	0	19
Kristi Pulkinen	Health Science	EKG Technician	14	4	18

DICKINSON INDEPENDENT SCHOOL DISTRICT

Melissa Botkin-Everett, Ed.D
Director of Career & Technical Education



2218 FM 517 East.
Dickinson, Texas 77539
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		Phlebotomy Technician	17	1	18
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	8	0	8
Sara Malloy	Engineering	Certified SolidWorks Associate (pilot test)	1	71	72
		Totals	296	84	380

2019-2020 Certifications

*Please note: Rows indicating "0 Total Certifications Taken" were unable to attempt certifications due to COVID-19 testing limitations

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Craig Jones	Intro to Welding	NCCER Core Level 1	0	0	0
	Welding 1	AWS D1.1	16	0	16
		NCCER Welding 1	0	0	0
Cally Cox	Welding 1	AWS D9.1	9	0	9
	Welding 2	AWS D1.1	0	0	0
		S/P2 Ethics in Welding	12	0	12
		S/P2 Building a Resume	12	0	12
		S/P2 Land that Job	12	0	12
		S/P2 Welding	13	0	13
		S/P2 WD 40	38	0	38
		AWS Tacking	0	0	0
Jenny Hightower	Pharmacy Technician	Certified Pharmacy Technician	2	1	3
Vera Addison	Health Science	Patient Care Technician	67	2	69
Kristi Pulkinen	Health Science	EKG Technician	45	15	60
		Phlebotomy Technician	24	30	54
All Health Science	Health Science	BLS/CPR	69	0	69
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	2	0	2
		S/P2 Cosmetology	0	0	0
Megan Marteeny	Engineering	Certified SolidWorks Associate	2	14	16
Brad Vanden Hul	Auto Tech	S/P2 WD 40	25	0	25

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		S/P2 Automotive Pollution	26	0	26
		S/P2 Automotive Safety	26	0	26
		Automotive Service Excellence (ASE)	0	0	0
Aaron Whitener	Agriculture	Beef Quality Assurance	12	0	12
		OSHA 30	0	0	0
Clay Menotti	Agriculture	Texas State Floral Association	0	0	0
Matt Koby	Audio Video Production	Adobe Premier Pro	0	0	0
Kelli Koby		Adobe Photoshop	0	0	0
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	0	0	0
		Totals	412 passed	62	474

2020-2021 Certifications

*Please note: Rows indicating "0 Total Certifications Taken" were unable to attempt certifications due to COVID-19 technology testing limitations

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Paul Rose	Intro to Welding	NCCER Core Level 1	18	17	35
	Intro to Welding	AWS D1.1	0	0	0
	Intro to Welding	AWS D9.1	1	0	1
	Welding 1	NCCER Core Level 1	16	3	19
	Welding 1	AWS D1.1	1	0	1
	Welding I	AWS D9.1	5	0	5
Dusty Green	Welding 2	AWS D9.1	14	0	14
	Welding 2	AWS D1.1	12	0	12
Jenny Hightower	Pharmacy Technician	Certified Pharmacy Technician	5	2	7
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	Patient Care Technician	66	0	66
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	EKG Technician	53	0	53
Jenna Ryder	Dental	Registered Dental Assistant (RDA)	9	0	9
Jenna Ryder	Dental	Nitrous Oxide	9	0	9
Jenna Ryder	Dental	BLS/CPR	9	0	9
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	5	2	7

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Megan Marteeny	Engineering	Certified SolidWorks Associate	9	23	32
Dakota O'Brien	Auto Tech	Automotive Service Excellence (ASE)	17	0	17
Jordyn Cook	Agriculture	Beef Quality Assurance	0	0	0
Jordyn Cook & Clay Menotti		OSHA 30	0	0	0
Clay Menotti	Agriculture	Texas State Floral Association	0	0	0
Matt Koby	Audio Video Production	Adobe Premier Pro	15	8	23
Kelli Koby	Audio Video Production	Adobe Photoshop	2	0	2
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	0	0	0
		Totals	266 passed	55	321

New CTE Opportunities

Agriculture

New Course: Dickinson High School is offering an Environmental Advanced Plant and Soil course to students this fall. The course provides students with an opportunity to earn both a Science and Career and Technical Education (CTE) credit.

Arts, A/V Technology and Communications

New Certification: Dickinson High School is offering a Graphic Design & Illustration pathway to Arts, A/V Technology and Communications students this fall. The course provides students with an opportunity to earn Adobe Certified Associate certifications.

Business

New Certification: Dickinson High School is offering Microsoft Office Specialist and Expert certifications to students this fall. The course will provide students with a competitive edge in the workforce.

Health Science

New Certification: Dickinson High School is offering an Emergency Medical Technician (EMT) pathway to health science students this fall. The DISD District CTE Advisory Committee recommended offering the program to students as healthcare workers are in high demand along the Gulf Coast region. Students will also have an opportunity to earn an Emergency Medical Technician (EMT) certification as well as, dual credit through College of the Mainland.

CTE Highlights

Education & Training

Nationals: Three groups of Dickinson High School Texas Association of Future Educators (TAFE) Career & Technical Education (CTE) students advanced to the Educators Rising 2021 National Conference & Competition in June. Two of the three teams medaled at the national in Ethical Dilemma (4th place) and Research Learning Challenges (7th place).

Robotics

Nationals: Dickinson ISD's Robotics Career & Technical Student Organization (CTSO) competed in the MATE World's Championship in Johnson City, Tennessee August 2-9th.

DICKINSON INDEPENDENT SCHOOL DISTRICT

AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for July, 2021 and year to date is attached.

Recommendation:

Information only.

Action Item: _____ Yes √ No

	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected	Dickinson Independent School District Monthly Tax Collections Report Maintenance Operations and Interest Sinking									
2020	\$4,850,931,119	\$1.344	\$65,196,514	\$63,466,853	97.35%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
2018	\$3,689,155,526	\$1.520	\$56,075,164	\$54,995,123	98.07%										
2017	\$3,390,794,185	\$1.520	\$52,218,230	\$51,140,065	97.94%										
2016	\$3,065,293,671	\$1.540	\$47,205,523	\$46,378,211	98.25%										
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712		\$63,466,853		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.22%	91.75%	94.46%	95.51%	96.26%	96.90%	97.35%	97.35%	97.35%	97.35%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020		\$1,003,139		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$0	\$64,469,992	98.89%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512		\$545,161		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$0	\$65,015,152	99.72%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967		\$220,333		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$0	\$65,235,486	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	% To Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	98.35%	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	
2018 Tax Year	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Totals:	% To Total	
Current Year Tax	Pending Billing	\$770,275	\$2,711,777	\$10,821,827	\$31,598,499	\$6,705,964	\$1,032,517	\$527,234	\$385,353	\$339,487	\$372,586	\$238,083	\$55,503,602		
YTD % Collected	0.00%	1.35%	6.10%	25.07%	80.46%	92.21%	94.02%	94.94%	95.62%	96.21%	96.87%	97.28%	97.28%	97.28%	
Prior Years Tax	\$115,032	\$102,879	\$49,873	\$71,307	\$61,014	\$112,220	\$32,790	\$62,396	\$47,284	\$49,934	\$64,771	\$46,812	\$816,312		
Subtotal Taxes	\$115,032	\$873,153	\$2,761,650	\$10,893,135	\$31,659,513	\$6,818,184	\$1,065,307	\$589,630	\$432,637	\$389,421	\$437,358	\$284,895	\$56,319,914	98.71%	
Penalty & Interest	\$21,487	\$18,180	\$14,583	\$15,852	\$22,941	\$73,075	\$62,393	\$48,233	\$44,527	\$37,546	\$54,866	\$30,882	\$444,565		
Total Taxes & P&I	\$136,519	\$891,333	\$2,776,233	\$10,908,986	\$31,682,454	\$6,891,259	\$1,127,700	\$637,863	\$477,164	\$426,967	\$492,224	\$315,777	\$56,764,478	99.49%	
Attorney Fees	\$19,713	\$14,417	\$11,989	\$12,942	\$14,314	\$22,911	\$12,565	\$13,744	\$13,326	\$8,928	\$35,743	\$27,655	\$208,248		
Total Collections	\$156,232	\$905,750	\$2,788,222	\$10,921,929	\$31,696,768	\$6,914,169	\$1,140,265	\$651,608	\$490,490	\$435,895	\$527,967	\$343,432	\$56,972,727	N/A	
2017 Tax Year	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Totals:	% To Total	
Current Year Tax	Pending Billing	\$187,352	\$2,763,831	\$21,998,802	\$19,021,683	\$7,891,945	\$1,072,658	\$543,284	\$471,494	\$357,831	\$365,201	\$321,043	\$54,995,123		
YTD % Collected	0.00%	0.33%	5.26%	44.49%	78.42%	92.49%	94.40%	95.37%	96.21%	96.85%	97.50%	98.07%	98.07%	98.07%	
Prior Years Tax	\$200,336	\$135,217	\$62,894	\$83,240	\$64,886	\$61,495	\$65,875	\$58,143	\$48,631	\$40,850	\$38,184	\$204,591	\$1,064,342		
Subtotal Taxes	\$200,336	\$322,569	\$2,826,725	\$22,082,041	\$19,086,569	\$7,953,440	\$1,138,534	\$601,427	\$520,125	\$398,681	\$403,384	\$525,634	\$56,059,466	99.97%	
Penalty & Interest	\$49,273	\$44,823	\$17,838	\$23,288	\$18,997	\$78,141	\$73,420	\$44,898	\$55,366	\$46,319	\$57,711	\$48,275	\$558,349		
Total Taxes & P&I	\$249,608	\$367,392	\$2,844,563	\$22,105,330	\$19,105,567	\$8,031,580	\$1,211,954	\$646,325	\$575,491	\$445,000	\$461,095	\$573,909	\$56,617,814	100.97%	
Attorney Fees	\$49,872	\$35,006	\$13,496	\$20,231	\$10,986	\$10,396	\$8,938	\$17,883	\$17,233	\$12,983	\$45,535	\$46,595	\$289,154		
Total Collections	\$299,481	\$402,398	\$2,858,059	\$22,125,561	\$19,116,553	\$8,041,977	\$1,220,891	\$664,208	\$592,724	\$457,983	\$506,631	\$620,504	\$56,906,968	N/A	
2016 Tax Year	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Totals:	% To Total	
Current Year Tax	Pending Billing	\$304,618	\$2,736,229	\$19,079,059	\$19,399,265	\$7,422,327	\$1,067,090	\$255,354	\$340,409	\$179,874	\$234,525	\$121,314	\$51,140,065		
YTD % Collected	0.00%	0.58%	5.82%	42.36%	79.51%	93.72%	95.77%	96.26%	96.91%	97.25%	97.70%	97.94%	97.94%	97.94%	
Prior Years Tax	\$83,732	\$63,962	\$52,521	\$152,728	\$43,617	\$80,716	\$46,888	\$38,354	\$41,005	\$36,087	\$36,984	\$24,102	\$700,695		
Subtotal Taxes	\$83,732	\$368,580	\$2,788,750	\$19,231,787	\$19,442,882	\$7,503,044	\$1,113,977	\$293,707	\$381,415	\$215,961	\$271,509	\$145,416	\$51,840,761	99.28%	
Penalty & Interest	\$21,145	\$18,505	\$14,866	\$9,830	\$14,350	\$76,448	\$79,456	\$35,577	\$46,371	\$42,972	\$43,212	\$28,594	\$431,326		
Total Taxes & P&I	\$104,877	\$387,085	\$2,803,616	\$19,241,617	\$19,457,232	\$7,579,492	\$1,193,433	\$329,285	\$427,785	\$258,933	\$314,721	\$174,010	\$52,272,086	100.10%	
Attorney Fees	\$16,094	\$12,507	\$12,540	\$7,879	\$9,623	\$20,413	\$12,811	\$12,910	\$12,308	\$12,234	\$26,747	\$25,546	\$181,611		
Total Collections	\$120,972	\$399,593	\$2,816,155	\$19,249,496	\$19,466,855	\$7,599,904	\$1,206,244	\$342,195	\$440,093	\$271,167	\$341,468	\$199,556	\$52,453,697	N/A	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: 2021 Accountability

Agenda Item: Dr. Debby Noffsinger

Background Information:

Presentation of the 2021 Accountability ratings and data tables for Dickinson ISD.

Recommendation:

Informational only.

Action Item: _____ Yes √ No

Accountability Summary 2018 - 2021

Name of District	DICKINSON ISD
District Number	084901

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	47	49		43
College, Career and Military Readiness (2018-2020 Rules)	48	57	67	
% Military Enlistment	3	10		
% CTE Coherent Sequence	3	7		
College, Career and Military Readiness (2021 Rules) **	42	40	67	63
Graduation Rate	92.9	93.1	91.2	93.0

** The calculation of CCMR changed significantly in 2021.

The following 2 data measures that were **included** in the calculation of CCMR in 2018, 2019 and 2020 were **excluded** beginning in 2021:

1. Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)
2. The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	68	68		
Relative Performance (STAAR Performance and CCMR)	48	53		53
Relative Performance (% EcoDis)	63.7%	64.6%		67.3%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	46%	56%		33%
Growth Status	54%	63%		
Graduation Status	17%	0%		100%
English Language Proficiency Status	100%	0%		100%
Student Success Status (STAAR Performance)	62%	62%		38%
School Quality Status (CCMR)	25%	100%		100%

* To access the 2020 Accountability Data Report, click on:

https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html

Then select 2019-20 School Year, District Level Report, Your School District. Then select View Report for your school district.

In the blue bar at the top of the screen, hover your mouse over Student Achievement and select CCMR.

Accountability Summary 2018 - 2021

Name of Campus	DICKINSON H S
Campus Number	084901001

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	48	51		49
College, Career and Military Readiness (2018-2020 Rules)	52	61	70	
% Military Enlistment	3	10		
% CTE Coherent Sequence	4	8		
College, Career and Military Readiness (2021 Rules) **	45	43	70	67
Graduation Rate	95.0	95.0	93.2	94.0

** The calculation of CCMR changed significantly in 2021.

The following 2 data measures that were **included** in the calculation of CCMR in 2018, 2019 and 2020 were **excluded** beginning in 2021:

1. Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)
2. The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	69	71		
Relative Performance (STAAR Performance and CCMR)	50	56		58
Relative Performance (% EcoDis)	57.0%	60.2%		65.3%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	35%	70%		55%
Growth Status	39%	83%		
Graduation Status	33%	0%		100%
English Language Proficiency Status	100%	0%		0%
Student Success Status (STAAR Performance)	67%	77%		50%
School Quality Status (CCMR)	75%	100%		100%

* To access the 2020 Accountability Data Report, click on:

https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html

Then select 2019-20 School Year, Campus Level Report, Your School District. Then select View Report for your campus.

In the blue bar at the top of the screen, hover your mouse over Student Achievement and select CCMR.

Accountability Summary 2018 - 2021

Name of Campus	DICKINSON CONTINUATION CENTER
Campus Number	084901009

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	33	41		34
College, Career and Military Readiness (2018-2020 Rules)	11	11	29	
<i>% Military Enlistment</i>	2	0		
<i>% CTE Coherent Sequence</i>	1	5		
College, Career and Military Readiness (2021 Rules) **	8	6	29	21
Graduation Rate (includes Grads, Continuers & TxCHSE)	82.7	91.0	90.5	92.0

** The calculation of CCMR changed significantly in 2021.

The following 2 data measures that were **included** in the calculation of CCMR in 2018, 2019 and 2020 were **excluded** beginning in 2021:

1. Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)
2. The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	91	72		
Relative Performance (STAAR Performance and CCMR)	N/A	N/A		n/a
Relative Performance (% EcoDis)	71.4%	68.8%		78.6%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	0%	0%		33%
Growth Status	100%	100%		
Graduation Status	0%	0%		100%
English Language Proficiency Status	N/A	N/A		
Student Success Status (STAAR Performance)	0%	50%		20%
School Quality Status (CCMR)	0%	0%		0%

* To access the 2020 Accountability Data Report, click on:

https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html

Then select 2019-20 School Year, Campus Level Report, Your School District. Then select View Report for your campus.

In the blue bar at the top of the screen, hover your mouse over Student Achievement and select CCMR.

Accountability Summary 2018 - 2021	
Name of Campus	Kranz JH
Campus Number	084901051

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	#N/A	48		49

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	#N/A	73		
Relative Performance (STAAR Performance and CCMR)	#N/A	48		49
Relative Performance (% EcoDis)	#N/A	64.6%		69.4%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	#N/A	78%		83%
Growth Status	#N/A	83%		
English Language Proficiency Status	#N/A	0%		100%
Student Success Status (STAAR Performance)	#N/A	58%		75%

Accountability Summary 2018 - 2021	
Name of Campus	R D MCADAMS J H
Campus Number	084901041

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	48	50		39

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	76	76		
Relative Performance (STAAR Performance and CCMR)	48	50		39
Relative Performance (% EcoDis)	63.4%	63.3%		67.2%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	55%	72%		28%
Growth Status	95%	94%		
English Language Proficiency Status	0%	0%		100%
Student Success Status (STAAR Performance)	75%	75%		25%

Accountability Summary 2018 - 2021	
Name of Campus	JOHN AND SHAMARION BARBER MIDDLE
Campus Number	084901043

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	55	56		52

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	71	70		
Relative Performance (STAAR Performance and CCMR)	55	56		52
Relative Performance (% EcoDis)	62.9%	63.9%		63.2%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	94%	89%		94%
Growth Status	61%	61%		
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	91%	100%		92%

Accountability Summary 2018 - 2021	
Name of Campus	DUNBAR MIDDLE
Campus Number	084901042

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	34	38		29

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	53	60		
Relative Performance (STAAR Performance and CCMR)	34	38		29
Relative Performance (% EcoDis)	75.4%	83.1%		77.7%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	11%	11%		11%
Growth Status	6%	6%		
English Language Proficiency Status	100%	0%		0%
Student Success Status (STAAR Performance)	9%	9%		9%

Accountability Summary 2018 - 2021	
Name of Campus	ELVA C LOBIT MIDDLE
Campus Number	084901044

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	42	40		33

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	56	48		
Relative Performance (STAAR Performance and CCMR)	42	40		33
Relative Performance (% EcoDis)	61.1%	52.5%		57.9%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	56%	17%		0%
Growth Status	6%	0%		
English Language Proficiency Status	N/A	N/A		100%
Student Success Status (STAAR Performance)	50%	22%		0%

Accountability Summary 2018 - 2021	
Name of Campus	BAY COLONY EL
Campus Number	084901107

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	51	54		44

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	68	62		
Relative Performance (STAAR Performance and CCMR)	51	54		44
Relative Performance (% EcoDis)	59.3%	54.7%		62.4%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	75%	94%		50%
Growth Status	64%	23%		
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	78%	100%		44%

Accountability Summary 2018 - 2021	
Name of Campus	CALDER ROAD EL
Campus Number	084901109

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	59	59		51

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	89	83		
Relative Performance (STAAR Performance and CCMR)	59	59		51
Relative Performance (% EcoDis)	58.3%	56.0%		57.9%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	100%	100%		94%
Growth Status	100%	100%		
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	100%	100%		100%

Accountability Summary 2018 - 2021	
Name of Campus	HUGHES ROAD EL
Campus Number	084901106

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	46	46		38

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	62	61		
Relative Performance (STAAR Performance and CCMR)	46	46		38
Relative Performance (% EcoDis)	66.6%	67.7%		69.9%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	75%	71%		13%
Growth Status	23%	7%		
English Language Proficiency Status	N/A	0%		100%
Student Success Status (STAAR Performance)	67%	67%		10%

Accountability Summary 2018 - 2021	
Name of Campus	JAKE SILBERNAGEL EL
Campus Number	084901105

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	44	40		36

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	72	66		
Relative Performance (STAAR Performance and CCMR)	44	40		36
Relative Performance (% EcoDis)	76.0%	81.1%		77.1%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	56%	50%		31%
Growth Status	83%	27%		
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	67%	30%		0%

Accountability Summary 2018 - 2021	
Name of Campus	KENNETH E LITTLE EL
Campus Number	084901101

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	42	44		33

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	62	62		
Relative Performance (STAAR Performance and CCMR)	42	44		33
Relative Performance (% EcoDis)	79.2%	81.6%		84.1%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	50%	63%		0%
Growth Status	14%	38%		
English Language Proficiency Status	100%	0%		100%
Student Success Status (STAAR Performance)	44%	56%		11%

Accountability Summary 2018 - 2021	
Name of Campus	LOUIS G LOBIT EL
Campus Number	084901102

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	53	52		46

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	77	68		
Relative Performance (STAAR Performance and CCMR)	53	52		46
Relative Performance (% EcoDis)	47.1%	40.6%		45.0%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	100%	88%		69%
Growth Status	100%	50%		
English Language Proficiency Status	100%	N/A		N/A
Student Success Status (STAAR Performance)	100%	100%		50%

Accountability Summary 2018 - 2021	
Name of Campus	SAN LEON EL
Campus Number	084901108

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	40	46		28

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	54	75		
Relative Performance (STAAR Performance and CCMR)	40	46		28
Relative Performance (% EcoDis)	74.0%	77.8%		82.3%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	31%	88%		0%
Growth Status	7%	93%		
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	25%	50%		0%

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Advanced Programs and Dual Credit Longitudinal Data

Agenda Item: Dr. Jeff Pack/Dr. Leone Clark

Background Information:

This report identifies and compares student results from Advanced Placement assessments, dual credit, and dual enrollment over a seven-year period.

Recommendation:

Information only

Action Item: _____ Yes _____[√] No

	Scores	2015	2016	2017	2018	2019	2020	2021
Biology	1	3	2	1	0	0	2	2
	2	20	14	18	3	11	2	3
	3	15	6	18	2	8	8	3
	4	3	2	4	1	2	2	0
	5	0	0	0	0	1	0	0
	# exams	41	24	41	6	22	14	8
	% pass	44%	33%	54%	50%	50%	71%	38%
	Mean	2.44	2.33	2.61	2.67	2.68	2.71	2.1
Calculus AB	1	34	24	7	11	6	7	19
	2	5	7	11	11	13	12	22
	3	5	12	8	11	13	6	16
	4	4	9	6	6	9	9	6
	5	2	8	5	5	4	4	3
	# exams	50	60	37	44	45	38	66
	% pass	22%	48%	51%	50%	58%	50%	38%
	Mean	1.7	2.5	2.76	2.61	2.82	2.76	2.3
Calculus BC	1	1			0			
	2	1			0			
	3	0			0			
	4	0			1			
	5	0			0			
	# exams	2			1			
	% pass	0%			100%			
	Mean	1.5			4			
Calculus BC: AB Subscore	1	0			0			
	2	0			0			
	3	2			0			
	4	0			0			
	5	0			1			
	# exams	2			1			
	% pass	100%			100%			
	Mean	3			5			
Chemistry	1	8	8		8		1	0
	2	2	3		13	4	8	5
	3	2	7		11	9	6	11
	4	0	1		6	1	3	0
	5	0	0		1	1	0	2
	# exams	12	19		39	15	18	18
	% pass	17%	42%		46%	73%	50%	72%
	Mean	1.5	2.05		2.46	2.93	2.61	2.9
Human Geography	1	18		5	5	12	4	16
	2	12		3	4	3	3	12
	3	11		6	14	11	5	28
	4	3		3	6	8	3	11
	5	2		1	0	3	4	8
	# exams	46		18	29	37	19	75
	% pass	35%		56%	69%	59%	63%	63%
	Mean	2.11		2.56	2.72	2.65	3	2.8
Macroeconomics	1	13	12	10	5	11	18	16
	2	2	6	2	3	7	5	2
	3	1	3	0	1	4	0	2
	4	1	3	1	0	1	2	0
	5	0	1	0	0	0	0	0
	# exams	17	25	13	9	23	25	20
	% pass	12%	28%	8%	11%	22%	8%	10%
	Mean	1.41	2	1.38	1.56	1.78	1.44	1.3
Music Theory	1						2	0
	2						1	2
	3						3	2
	4						0	0
	5						1	0
	# exams						7	4
	% pass						57%	50%
	Mean						2.57	2.5
Physics 1	1	5	2	4	7	6	12	3
	2	1	10	11	3	8	7	2
	3	8	8	1	2	4	5	2
	4	4	5	7	2	3	6	0
	5	0	0	1	1	0	0	0
	# exams	18	25	24	15	21	30	7
	% pass	67%	52%	38%	33%	33%	37%	29%
	Mean	2.61	2.64	2.58	2.13	2.19	2.17	2.1
Physics 2	1	0	0	1	2	0	0	0
	2	0	1	1	1	0	2	1
	3	2	4	3	2	0	2	2
	4	0	1	3	1	1	2	0
	5	0	0	0	0	0	0	1
	# exams	2	6	8	6	1	6	4
	% pass	100%	83%	75%	50%	100%	67%	75%

	Scores	2015	2016	2017	2018	2019	2020	2021
English Language and Composition	1	19	7	5	18	16	6	7
	2	35	60	24	32	20	15	18
	3	17	20	13	18	10	14	8
	4	4	7	4	5	3	4	4
	5	0	3	2	2	1	0	1
	# exams	75	97	48	75	50	39	28
	% pass	28%	31%	40%	33%	28%	46%	34%
	Mean	2.08	2.37	2.46	2.21	2.06	2.41	2.3
English Literature and Composition	1	3	6	4	5	1	1	2
	2	14	12	15	11	10	8	13
	3	6	10	4	8	10	5	4
	4	4	1	4	2	2	1	1
	5	2	0	1	0	1	1	0
	# exams	29	29	28	26	24	16	20
	% pass	41%	38%	32%	38%	54%	44%	24%
	Mean	2.59	2.21	2.39	2.27	2.67	2.56	2.2
Environmental Science	1	0	0	1	11	19	10	9
	2	0	0	2	15	12	2	23
	3	0	0	2	4	6	4	15
	4	0	0	0	2	4	6	8
	5	0	0	2	1	0	1	1
	# exams	0	0	7	33	41	20	56
	% pass	0	0	57%	21%	24%	40%	43%
	Mean	0	0	3	2	1.88	2.15	2.4
European History	1	2		3				
	2	1		7				
	3	7		5				
	4	3		3				
	5	0		0				
	# exams	13		18				
	% pass	77%		44%				
	Mean	2.85		2.44				
French Language	1		0		0	0	0	
	2		1		0	1	0	
	3		0		1	1	3	
	4		0		0	0	0	
	5		0		0	0	0	
	# exams		1		1	2	3	
	% pass		0%		100%	5%	100%	
	Mean		2		3	2.5	3	
Psychology	1	0				12	3	7
	2	1				7	3	5
	3	0				2	2	2
	4	0				0	1	1
	5	0				0	0	1
	# exams	1				21	9	16
	% pass	0%				10%	33%	25%
	Mean	2				1.52	2.11	2
Spanish Language and Culture	1		0	0	0	0	0	0
	2		1	3	1	0	1	0
	3		2	7	0	1	2	4
	4		2	9	0	3	5	10
	5		4	2	1	1	5	5
	# exams		9	21	2	5	13	19
	% pass		89%	86%	50%	100%	92%	100%
	Mean		4	3.48	3.5	4	4.08	4.1
Statistics	1	14	6	7	1	9	18	12
	2	0	0	11	1	5	9	6
	3	0	0	7	5	5	7	5
	4	0	4	4	2	1	6	1
	5	0	0	0	0	0	1	0
	# exams	14	10	29	9	20	41	24
	% pass	0%	40%	38%	78%	30%	34%	25%
	Mean	1	2.2	2.28	2.89	1.9	2.1	1.8
Studio Art: 2-D Design Portfolio	1				0			
	2				0			
	3				1			
	4				0			
	5				0			
	# exams				1			
	% pass				100%			
	Mean				3			
Studio Art: 3-D Portfolio	1	0	0	0	0	0	0	0
	2	0	0	1	1			0
	3	2	0	2	0			0
	4	1	2	0	0			1
	5	0	0	0	0			0
	# exams	3	2	3	1			1
	% pass	100%	100%	67%	0%			100%

Ph:	Mean	3	3	3	2.33	4	3	3.3
	Scores	2015	2016	2017	2018	2019	2020	2021
Studio Art: Drawing Portfolio	1	0	0	0		0	0	
	2	0	0	0		0	0	
	3	2	0	0		3	0	
	4	1	2	1		1	1	
	5	0	0	2		2	0	
	# exams	3	2	3		6	1	
	% pass	100%	100%	100%		100%	100%	
	Mean	3.33	4	4.67		3.83	4	
US Government and Politics	1	12	13	4	8	6	4	4
	2	10	8	6	6	9	4	8
	3	3	3	1	6	8	5	6
	4	3	1	1	2	1	3	0
	5	0	1	0	0	1	2	0
	# exams	28	26	12	22	25	18	18
	% pass	21%	19%	17%	36%	40%	56%	33%
	Mean	1.89	1.81	1.92	2.09	2.28	2.72	2.1
World History	1	6	4	23	16	24	31	17
	2	18	11	13	23	20	21	29
	3	9	12	2	15	12	15	8
	4	5	8	5	7	1	3	5
	5	2	2	1	4	2	1	1
	# exams	40	37	44	65	59	71	60
	% pass	40%	59%	18%	40%	25%	27%	23%
	Mean	2.48	2.81	1.82	2.38	1.93	1.9	2.1
United States History	1	8	2	1	1	1	19	24
	2	39	5	5	16	14	37	16
	3	21	6	8	12	9	13	7
	4	10	6	2	5	1	7	2
	5	1	2	0	1	0	0	3
	# exams	79	21	16	35	25	76	52
	% pass	41%	67%	63%	51%	40%	26%	23%
	Mean	2.46	3.05	2.69	2.69	2.4	2.11	1.9

Stu	Mean	3.33	4	2.67	2			4
	Scores	2015	2016	2017	2018	2019	2020	2021
Music Aural	1							2
	2							1
	3							1
	4							0
	5							0
	# exams							4
	% pass							50%
	Mean							2.8
Music Non-Aural Subscore	1							0
	2							2
	3							2
	4							0
	5							0
	# exams							4
	% pass							50%
	Mean							2.5

Dual Credit Program

The COM / DISD partnership has resulted in thousands of credit hours for DHS students via the Dual Credit and Collegiate High School programs. As of 2018, a total of 5036 credit hours have been earned.

Year	Student #	Sem 1	Sem 2	Total
2018	200	422	491	973
2019	243	631	593	1224
2020	281	761	669	1430
2021	231	723	686	1409

Dual Enrollment Program

DHS has learned to better target students as it completes the second year of offering the UT OnRamps Dual enrollment program where students can earn separate high school and college credits. While the enrollment went down, the rate of success grew. The plan is to continue to grow the program incrementally in coming years.

	Enrolled	Earned HS Credit	Earned College Credit
2020	34	34	2
2021	9	9	6

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 13, 2021

Item Title: Junior High #3

Agenda Item: Carla Voelkel

Background Information

The Board considered several names submitted for Junior High #3. Since this campus will be located in the City of Texas City and will have a Texas City address, Dickinson Junior High was the selected name.

Recommendation

The Superintendent recommends junior high school #3 be named Dickinson Junior High School.

Action Item: √ Yes No

Motion made by _____ **Seconded by** _____ **Vote:** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 13, 2021

Item Title: 2021-2022 District and Campus Improvement Plans

Agenda Item: Dr. Jeff Pack

Background Information

The 2021-2022 Dickinson ISD District Improvement Plan and the Campus Improvement Plans for each campus, which include goals, objectives, strategies, and the roles responsible for each of the strategies, are attached.

Recommendation

The Superintendent and Deputy Superintendent for Educational Services recommend approval of the 2021-2022 District Improvement Plan and the Campus Improvement Plans for each campus.

Action Item: √ Yes No

Motion made by **seconded by** **vote**

Dickinson Independent School District

District Improvement Plan

2021-2022



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Mission Statement

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Vision

WHAT WE ASPIRE TO BE

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

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Value Statement

**CONFIDENT LEARNERS
TODAY**

**CHANGE MAKERS
TOMORROW**

**GATORS
FOREVER!**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Dickinson Independent School District (DISD) serves the communities of Dickinson, Bacliff, and San Leon, Texas. Located in the northern section of Galveston County, DISD serves over 11,000 students on 17 campuses, 13 of which are Title IA campuses. The 13 Title IA campuses are Dickinson High School, Kranz Junior High, McAdams Junior High, Barber Middle School, Dunbar Middle School, Lobit Middle School, Bay Colony Elementary, Calder Road Elementary, Hughes Road Elementary, K. E. Little Elementary, Lobit Elementary, San Leon Elementary, and Silbernagel Elementary. There are 4 alternative programs: Dickinson Continuation Center in Dickinson, Transforming Lives Cooperative, and the Galveston County Detention Center both of which are located in Dickinson at the Esmond Juvenile Center. The Coastal Alternative Program is located in Santa Fe and services students from surrounding districts who are members of a cooperative. The District provides a well-rounded program of public education for our children from prekindergarten through grade twelve. In addition to the basic instructional programs, the District offers special education, gifted and talented, bilingual/ESL, remedial, college preparatory, a STEM Academy, and career and technical education. The District is fully accredited by the Texas Education Agency (TEA). Each school is led by the building principal who ensures each staff member, student, and parent is informed of how they can improve student success.

District Demographics:

Data from: PEIMS Yearly Report

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Dickinson ISD	2020-21	2019-20	2018-19	2017-18	2016-17
Total Enrollment	11631	11655	11162	10935	11018
Enrollment by Ethnicity:					
Am. Indian/Alaskan	43	41	36	32	31
Asian	224	229	228	215	227
Black/Af. American	1955	1876	1809	1751	1830
Hispanic/Latino	5790	5863	5696	5553	5470
White	3302	3347	3121	3108	3201
Hawaiian/Pacific Isl.	10	12	12	13	12
Two or more Races	307	285	263	247	228

Dickinson ISD	2020-21	2019-20	2018-19	2017-18	2016-17
Limited English Proficient	1949	1964	1721	1488	1208
Immigrant	1742	228	184	177	210
Econ. Disadvantaged	7811	7350	7204	5761	6742
Homeless	59	135	87	989	139
Gifted/Talented	749	644	604	544	541
Migrant	22		0	0	0

Dickinson ISD	2020-21	2019-20	2018-19	2017-18	2016-17
Special Education	16281572	1317	1178	1128	
Career & Technology	2524	2421	2256	2287	
At-Risk	63096775	6200	6431	6072	
Foster Care	4053	47		22	

By Graduation Type (Including Sped)*	Class of 2019	Class of 2018	Class of 2017	Class of 2016	Class of 2015
Minimum H.S. Program	8	24	214	219	153
Recommended H.S. Program	0	1	406	375	412
Foundation H.S. Program (No Endorsement)	204	205	17	1	0
Foundation H.S. Program (Endorsement)	17	17	0	0	2
Foundation H.S. Program (DLA)	434	431	1	2	0
Spec. Ed. Graduates	73	67	53	44	41

Student Attendance Data*	District	State
2013-14	95.40%	95.90%
2014-15	95.40%	95.70%
2015-16	95.00%	95.80%
2016-17	95.10%	95.70%
2017-18	94.70%	95.40%
2018-19		
Annual Dropout Rate Gr.7-8*		
2014-15	0.40%	0.30%
2015-16	0.40%	0.40%
2016-17	0.30%	0.30%
2017-18	0.40%	0.40%
2018-19		
Annual Dropout Rate Gr.9-12*		
2014-15	1.60%	2.10%
2015-16	1.80%	2.00%
2016-17	2.80%	1.90%
2017-18	2.20%	1.90%
2018-19		

* TAPR Reports

Esmond Juvenile Justice Center Residential School -Galveston County

The Esmond Juvenile Justice Center houses three of the four alternative campuses in Dickinson Independent School District. The Juvenile Justice Center has two residential programs serving students ages 10-17. The Galveston County Juvenile Detention School provides educational services for students in Galveston County who are pre-adjudicated by the Juvenile Court and the Transforming Lives Cooperative (TLC) provides educational services for students who have post-adjudications. Esmond Center requests the provision of educational classes for students through the Dickinson Independent School District. Services and arrangements are established through a yearly Memorandum of Understanding.

Students are placed in either facility by a judge and are released from the facility by a judge. Dickinson ISD has no control over student entrance or withdrawal from either program.

Demographics for the total Esmond Juvenile Justice Center population during the 20-21 school year were as follows:

Galveston County JJAEP: 1 student

Galveston County Detention (short term, usually 10 days or less): 9 students

Transforming Lives Cooperative Day Program: 7 Students

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Demographics Strengths

The District has a diverse student population and a community that is dedicated to the success of every student. The District has a clearly defined process for staffing at new schools and boundaries lines that are pre-established for zoning purposes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A high number of new teachers are alternative certified and have not completed a university-based teacher preparation program. **Root Cause:** A shortage of teachers in the field of education has caused DISD to hire from ATCP and the recruits are less prepared.

Problem Statement 2: A focus on improving student attendance is necessary as it remains below the state average. **Root Cause:** Lack of interest in school or lack of parent initiative to enforce school attendance.

Problem Statement 3: SPP 18: Students with disabilities receive disciplinary removals (ISS/OSS) at a higher percentage than general education students. African American students with disabilities are 2x times more likely to be removed than other students. There is not standard, consistent disciplinary guidance. **Root Cause:** There are a higher degree of subjective disciplinary placements; higher degree of vaping/drugs; administrators are consequence oriented.

Student Learning

Student Learning Summary

In recognition of the disruption caused by the COVID-19 emergency, TEA has labeled all districts and campuses Not Rated: Declared State of Disaster for the 2020-21 school year, districts and campuses shall continue to implement any previously ordered sanctions and interventions. The same rating will be carried forward for the 2021-2022 school year.

In 2019, Dickinson ISD received an official TEA rating of B, with an overall score of 85. Eight campuses received a total of 22 distinctions. Five campuses were identified for targeted support and improvement: Dunbar MS, Lobit MS, Little Elementary, McAdams JH, and DCC. The posted 2020 rating for Dickinson ISD and all campuses will be Not Rated: Declared State of Disaster. All 2019 campus interventions will continue through the 2021-2022 school year as per TEA.

2019 District Accountability	DISD Scaled Score (Letter Grade)	DISD Raw Score	State Raw Score	
Overall	85 (B)			
Student Achievement Domain	82 (B)			
STAAR Component (40%)	81	49	51	
College, Career, and Military Readiness (40%)	86	57	65	
Best of 4-, 5-, or 6-year Graduation Rate (20%)	75	93.1	92.1	128
School Progress Domain (Academic Growth or Relative Performance)	88 (B)			
Academic Growth	76	68	69	
Relative Performance	88	53	N/A	
Closing the Gaps	78 (C)	58		
Academic Achievement - Meets Grade Level Performance (50%)		56	100	
Federal 4-year Graduation Rate (10%)		0	18	
English Language Proficiency (10%)		0	100	
School Quality – Federal CCMR Rate (30%)		100	100	

Group	State	DISD	State	DISD	State	DISD	State	DISD
Admin	2019	2019	2021	2021	2019	2019	2021	2021
Grade	3	3	3	3	4	4	4	4

Group	State	DISD	State	DISD	State	DISD	State	DISD
Reading - Meets - %	43	41	37	39	43	42	35	29
Mathematics - Meets - %	47	50	29	37	46	56	34	42
Writing - Meets - %					34	29	26	22

Group	State	DISD	State	DISD	State	DISD	State	DISD
Admin	2019	2019	2021	2021	2019	2019	2021	2021
Grade	5	5	5	5	6	6	6	6
Reading - Meets - %	51	41	45	35	35	27	31	27
Mathematics - Meets - %	55	47	42	37	45	39	34	40
Science - Meets - %	47	42	29	29				

Group	State	DISD	State	DISD	State	DISD	State	DISD
Admin	2019	2019	2021	2021	2019	2019	2021	2021
Grade	7	7	7	7	8	8	8	8
Reading - Meets - %	47	42	44	46	53	48	45	44
Mathematics - Meets - %	41	42	25	12	55	44	35	44
Writing - Meets - %	40	32	31	30				
Science - Meets - %					49	57	42	48
Social Studies - Meets - %					35	36	27	31

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In Dickinson ISD everyone is accountable for teaching and learning--students, parents, teachers, campus administrators, and district administrators. Curriculum, instruction, and assessment must all be in alignment for students to be successful. Our students' academic performance and achievement level will reflect excellence in learning and attainment of high expectations and high standards.

All teachers will utilize all district curriculum documents located in Eduphoria Forethought, Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards, STAAR blueprints and aligned readiness charts.

The curriculum is written and updated by Curriculum Specialists and teams of teachers from all campuses to specifically address the needs of our students. The District's common assessments and curriculum-based assessments are used across all campuses and are aligned to the curriculum.

Dickinson ISD campuses strive to create common planning times for teachers who teach in the four content areas (English, mathematics, science, and social studies) for middle through high school grade levels, while the elementary campuses strive to create common planning times for each grade level. This Professional Learning Committee (PLC) time is used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. All teachers, administrators and support staff are expected to actively participate in campus Professional Learning Communities (PLCs). Formative data is disaggregated for state assessments, benchmark assessments, and curriculum-based assessments in each of the following areas:

- TEKS/SEs
- Reporting categories
- Readiness/ Supporting/ Process Standards
- Demographic groups
- Teacher(s)

District and Campus Administrators, including Curriculum Specialists, actively monitor classroom teaching. Curriculum Specialists provide additional support to core departments through aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation, and mentoring.

Campuses utilize Instructional Interventionists, Instructional Coaches, and Instructional Specialists (elementary, middle and junior high campuses) and Instructional Interventionists at the high school.

Esmond Center

Lesson plans and instruction are based on the TEKS and the DISD Comprehensive Curriculum Placemats. Teachers are required to demonstrate proficiency in the training topics by including strategies in their lessons and are observed for delivery of the strategies. Communication with other districts and obtaining special education information from them in a timely manner is critical. Many times, due to the judge's decision on a student's withdrawal from the program, the academic information is received after the student has been released from the facility, especially if the student has only been enrolled for 1-2 days. The Center continues to focus on providing immediate services for identified special education and ELL students, but this is dependent on timely receipt of paperwork received from the last campus, district or state the student has attended. Personnel from DISD provide related services or other needs that Esmond staff cannot provide.

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Student Learning Strengths

The accountability for 2020-2021 will be posted as Not Rated: Declared State of Disaster as per TEA

While the 2021 data is not being utilized for accountability, it can still be compared to the state averages.

Mathematics: Grades 3,4,6 and 8 were above the state average in Approaches and Meets additionally, grades 3, 4, and 6 were also above the state's Masters average.

Reading: Grades 3, 4, 7, 8 were above the state average in Approaches additionally, grades 3 and 7 were above the state in Meets average.

Writing: Grade 7 was above the state's average for Approaches.

Science: Grades 5 and 8 were above the state's average for Approaches and Meets.

Social Studies: Grade 8 was above the state's averages for Approaches, Meets and Masters.

U.S. History: USH also above the state's averages for Approaches, Meets and Masters.

Algebra: DISD was above the state's average for Approaches and Meets.

English: English II was above the state average for Approaches.

Biology: Biology above the state's averages for Approaches, Meets and Masters.

Below is **2018-2019** data that will be used as criteria for the continuation of campus and district planning.

Accountability

- Dickinson ISD earned an Overall score of **79 (C)** in 2018 and an overall score of **85 (B)** in 2019.
- 13 of 14 campuses earned an acceptable rating (**A-C**) in 2019.
- In the Student Achievement Domain, Dickinson ISD received a score of **82 (B)**.
- In the School Progress Domain, Dickinson ISD received a score of **88 (B)**.
- In the Closing the Gaps Domain, Dickinson ISD received a score of **78 (C)**.
- 8 of 12 eligible campuses earned Distinction Designations.
- DISD campuses earned a total of 22 Distinction Designations in 2019.

Reading/ELA [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 3rd graders' reading average decreased three points from 2018.
- DISD 4th graders' reading average increased two points from 2018 and exceeded the state average by one point.
- DISD 5th graders' reading average increased three points from 2018.
- DISD 6th graders' reading average decreased four points from 2018.
- DISD 7th graders' reading average increased three points from 2018.
- DISD 8th graders' reading average increased two points from 2018.
- DISD English I EOC average increased five points from 2018.
- DISD English II EOC average decreased four points from 2018.

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Mathematics [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 3rd graders' math average decreased one point from 2018 and exceeded the state average by one point.
- DISD 4th graders' math average increased by six points from 2018 and exceeded the state average by eight points.
- DISD 5th graders' math average increased two points from 2018.
- DISD 6th graders' math average decreased by one point from 2018.
- DISD 7th graders' math average increased zero points from 2018 and exceeded the state average by one point.
- DISD 8th graders' math average decreased one point from 2018.
- DISD Algebra I EOC average increased nine points from 2018 and is at the state average.

Writing [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 4th graders' writing average increased one point from 2018.
- DISD 7th graders' writing average increased zero points from 2018.

Science [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 5th grader's science average increased six points from 2018.
- DISD 8th graders' science average increased four points from 2018 and exceeded the state average by six points.

- DISD students' Biology EOC average increased zero points from 2018 and exceeded the state average by two points.

Social Studies [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 8th grade students' social studies average decreased five points and exceeded the state average by one point.
- DISD students' U.S. History EOC average decreased one point from 2018 and is at the state average.

- Decision-making pertaining to curriculum revisions is a collaborative effort.
- Online district curriculum including a scope and sequence, with student-specific expectations, clearly defined.
- Content courses are evaluated throughout the year to ensure proper alignment and pacing.
- New teacher mentor support
- PLC teams meet to analyze student performance data and plan for learning.
- Administrators are adept at compiling and analyzing data and guiding their campuses in the use of data.
- Instructional Interventionists and Instructional Specialists support the academic needs of students.
- Curriculum Specialists in all core content areas.
- Curriculum Leadership Teams led by Curriculum Specialists.
- Cohesive grade-level teams.
- Campuses developing creative intervention and acceleration support for students.
- Training provided to teachers is research-based.
- Professional development is timely and targeted based on student data.
- Campuses inform and promote college and workforce readiness in all schools throughout the year.
- Esmond Center teachers have high expectations for success for all students.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1: Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus. **Root Cause:** Time management skills and delegation are important to ensure teachers receive needed support.

Problem Statement 2: Closing the Gaps Domain, Academic Achievement Status (percent at Meets Grade Level or above): In 2019, 38% of our ELA student groups and 75% of our Math student groups met their target. **Root Cause:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

Problem Statement 3: Closing the Gaps Domain, Growth Status: 50% of our ELA student Groups and 75% of our Math student groups met the target. **Root Cause:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

Problem Statement 4: Closing the Gaps Domain, Student Success (STAAR Component Score): 62% of our student groups met the target. **Root Cause:** All instruction has not been aligned to district curriculum, district assessments, district initiatives, and professional development.

Problem Statement 5: The percent of students scoring at or above "Meets" Grade Level is low. Writing is 33%, Science is 58% and Social Studies is 56%. **Root Cause:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

Problem Statement 6: Ninety-five percent of the 2019 STAAR Reading Assessment performance rates in DISD fall below the state performance averages. In 2021 one-third of the of the campuses fell below the state's Approaches average while two-thirds fell below the state's Meets average. **Root Cause:** The quality of Tier I instruction is not consistent

across the district.

Problem Statement 7: Forty-three percent of our state accountability data points on the 2019 STAAR Performance Data Table are below the state STAAR component level in mathematics. In 2021 one-third of the of the campuses fell below the state's Approaches and Meets average while one-half fell below the state's Masters average. **Root Cause:** The quality of Tier I instruction is not consistent across the district.

Problem Statement 8: Fifth grade Science STAAR scores and curriculum-based assessments are below the state and local expected standards. In 2021 5th and 8th grade Science are below the state's Masters average. **Root Cause:** Students are not gaining rigorous knowledge of the science TEKS during their Elementary Years which causes them to be unprepared for upper-grade application of Science TEKS.

Problem Statement 9: Teachers and administrators need assistance utilizing curriculum resources, planning effective lessons, delivering quality student-centered Tier I instruction, and monitoring/adjusting to meet the needs of all students. **Root Cause:** Ineffective and inconsistent PLC meetings and inconsistent understanding of student performance levels across the district.

Problem Statement 10: Third and Fourth grade Science CBA scores are at % approaches, % meets, and % masters. **Root Cause:** Science instruction is not a primary focus for elementary campuses. The written schedule reflects the dedicated time for Science instruction however that scheduled time period is often given to other subjects.

Problem Statement 11: 2021-2022 we will convert to online administration of high stakes tests to include CBAs, Interim Assessments, and STAAR. **Root Cause:** The state is transitioning to an online testing environment therefore DISD will not be able to continue the practice of primarily paper-based assessments.

Problem Statement 12: 2021-2022 DISD will implement a learning management system (LMS). DISD will need to roll out the LMS through logical and methodical events over a 3 - 5 year period. **Root Cause:** DISD recognizes the need for a blended learning model, an LMS is required to support this type of instruction.

Problem Statement 13: DISD needs to build upon the current success and continue to build the district-wide fine arts program. **Root Cause:** DISD has not had a full-time focus on fine arts.

Problem Statement 14: SPP 9: Students with disabilities, ages 3-5, are placed in self-contained special education settings at a significantly higher rate than in the regular early childhood programs. **Root Cause:** There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.

Problem Statement 15: SPP 11: Students with disabilities, ages 6-21, are placed in self-contained special education settings for more than 60% of their day. **Root Cause:** There is not a clear idea of what is offered in the continuum and how to determine what is appropriate (different campuses have different courses, times, expectations and not having RISE at elementary limits options). Lack of exposure and understanding by campus staff (general education teachers, special education teachers and administrators) on inclusion and inclusion strategies and UDL.

District Processes & Programs

District Processes & Programs Summary

District Context and Organization Summary

Campuses strive to create common planning times for teachers who teach in the four content areas (English, mathematics, science, and social studies) for middle through high school grade levels, while the elementary campuses strive to create common planning times for each grade level.

Many campus have initiated a specific time during the school day where students can receive targeted interventions that are data-driven by student academic needs, helping students in subject areas in which they perform poorly. Campuses provide extensive instructional support to teachers and students throughout the day. Opportunities before and after school are provided to students on campuses throughout the school year.

Staff members at each campus meet in Professional Learning Communities (PLCs) to work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. Campus staff members are actively involved in selecting textbooks/materials, updating curriculum/assessments and have a voice in decision-making and school policies.

Principals take part in district-level meetings with the Superintendent, Cabinet, and District Directors twice a month. These meetings can also include professional development activities for principals.

The District Educational Improvement Committee (EIC), composed of district-wide, elected professional staff, parents, community members, and business representatives advise the Superintendent and Cabinet members in establishing and reviewing the District's educational goals, objectives, and major district-wide classroom instructional programs.

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Staff Quality, Recruitment, and Retention Summary

It is the goal of the Human Resources Department (HR) to recruit, develop, and retain well-trained, certified and highly-qualified teachers and to support personnel who will positively impact DISD students. Assisting each campus and department in meeting their staffing needs is the primary focus of our department. Due to the impact additional personnel has on a tight budget, we work closely with the Superintendent, deputy and assistant superintendents, campus principals, directors and budget managers to effectively hire and retain quality personnel.

Dickinson ISD faces several challenges related to student access to effective teaching. The first challenge is the rate at which the district is growing. DISD is identified as a fast-growth district, having increased by more than 2,000 students in the last five years. Another challenge is the diverse student population within the thirteen traditional campuses and one alternative campus:

- 49.78% Hispanic
- 28.39% White
- 16.81% African American
- 67.16% Economically Disadvantaged
- 16.76% Limited English Proficient (LEP)
- 14.00% Special Education
- 6.44% Gifted & Talented
- 4.50% Dyslexia

Over 12% of Dickinson ISD professional employees (teachers, campus and district administrators, and support personnel) have over twenty years of experience. Over the last five years, this population of employees have retired at an average rate of 3% annually. Approximately 32.8% of our teachers have five years or less teaching experience. The district is experiencing a greater retention rate in leadership at our high poverty/high minority campuses. All seven of our elementary campus principals have at least four years or more experience. The middle school with the highest percentage of minority and low-income students as compared to the other two middle school campuses has shown a significant increase in teacher retention over the last two years. Another growing trend across the state and nation, not unique to DISD is the decrease in qualified applicants from traditional university teaching programs. The percent of alternative certification applicants compared to those from traditional programs is 49% in DISD over the last three years. District leadership teams have identified the following as a strategic priority: Principals need support on assisting teachers who have difficulty planning effective instruction. The district will support this strategic priority by providing campus principals and their collaborative teams with training, support materials and coaching on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction.

District administrators continually monitor student enrollment and class size to ensure efficiency with staffing. The Superintendent, Deputy Assistant Superintendent for Educational Services, Executive Director of Human Resources, campus principals, and other applicable district directors meet in early spring to make staffing projections for the next school year. Positions are based on campus and department needs and district initiatives so that each area will be adequately staffed.

Prior to the start of the new school year, teachers new to the district receive three to four days of orientation training presented by campus and district administrators. The training includes a review of district expectations. First year teachers, new to the profession, receive an additional full day of training designed to introduce them to the DISD teacher induction support system as well as provide best practices and resources for the first day of school. First and second year teachers will receive additional training each month that is designed to provide on-going support and guidance. All new-to-the-district teachers, receive training on being a professional educator, special programs, ELPS/7 Steps, salary/insurance and benefits, technology, and curriculum in break-out sessions. They finish the week with campus-specific training conducted on their respective campuses.

Recruiting and hiring quality teachers are important priorities for the HR department. DISD staff members attend a wide variety of area job fairs, as well as actively recruit from university and colleges throughout Texas. In addition to recruitment efforts, the district partners with several universities' teaching programs in order to better prepare student teachers/interns. However, the key to achieving the District's goal of having highly effective teachers in every classroom is retention of our best teachers who help create professional learning communities on their campuses. These teachers reflect on their practice, assess their effectiveness, collectively study areas in need of attention, and make decisions about becoming more effective in the classroom. Competitive salaries, a supportive administration, good benefits, quality mentoring and a campus climate that supports professional learning communities helps to keep the district's turnover rate below the statewide turnover rate.

Other recruitment efforts include an assistant principal academy that provides support and training to new and experienced assistant principals that will help to expand their portfolios for future leadership opportunities. In addition to the assistant principal academy, new or struggling principals are assigned an out-of-district mentor for support.

The district also offers extensive compensation benefits for extracurricular, co-curricular, and hard-to-staff positions, as well as competitive benefits/insurance options. Finally, the district daycare, Gator Academy, is a unique benefit offered to DISD employees with children ages six weeks to Pre-K.

Dickinson Alternative Centers

Dickinson ISD provides at-risk students several opportunities to achieve academic growth in an environment that fosters emotional well-being and promotes positive social behaviors.

- **ACCEL Academy:** DCC ACCEL Academy is an 8th grade self-contained program that allows over age students to earn both 8th grade and high school credits simultaneously. After completing the program, students enter 9th grade with a head start in hopes that they will catch up to their age appropriate cohort in high school. Students must go through an application process to be invited to attend.
- **Dickinson Continuation Center (DCC):** DCC is a by-choice alternative high school that provides students with an opportunity to accelerate through high school utilizing a hybrid curriculum consisting of both individualized computer-based instruction as well as teacher directed lessons. Class sizes are small and provide individual support to each student. Students complete their academic requirements for graduation, and then are required but to also complete a plan for either college, military, or work-force

education before graduation. Students must go through an application process to be invited to attend. The Dickinson Continuation Center provides students the opportunity to develop academic, personal, and social talents while earning a Dickinson High School diploma. When graduation requirements are met, the students is no longer required to attend school and is considered a graduate. At this time the student is eligible to attend college or join the military.

- Dickinson Alternative Learning Center (DALC): DALC provides temporary schooling for a student who is separated from the regular campus for disciplinary reasons. The instructional aim is to help the student accept academic responsibility and to work to achieve at or above grade level. The disciplinary aim is to assist the student in developing appropriate school behaviors, making beneficial choices, controlling anger, managing conflict and responding to authority.
- Coastal Alternative Program (CAP): The Coastal Alternative Program (CAP) is a disciplinary alternative education program created as a part of the Safe and Secure Schools Act, Chapter 37 (TEC). The program's mission is to assist expelled students to develop the knowledge and skills needed to avoid future expulsions, to remain enrolled in school, and to graduate from high school. The instructional aim is to help the student accept academic responsibility and to work to achieve at or above grade level. The disciplinary aim is to assist the student in developing or accepting responsibility for self-management and making choices that keep the student in class at the regularly-enrolled campus. Ultimately, the program stresses the importance of completing high school with the skills needed to enter the workforce or continuing higher education.
- Esmond Juvenile Justice Center Residential School-Galveston County: Academic programming is provided to students through teachers for Juvenile Detention, teachers in TLC, a special education facilitator, and a part time ELL facilitator. Other academic staff includes a part-time principal, the education records secretary and a records clerk. ARDs are held as required by law. Section 504 accommodations are implemented. The programs have a trained TELPAS rater and test administrator. ELL services are provided to identified students. State assessments are administered, as well as pre-and post-testing for students who are in residence 90 days or more.

District Staff Data:

Staff Information	2016-17	2017-2018	2018-2019	2019-2020	2020-2021
Total Staff	1441.1	1485.3	1520.3	1620.1	1657.5
Professional Staff:	922.3	938.2	962.4	1011.6	1050.4
Teachers	738.1	754.3	768.8	810.20	834.1
Professional Support	128.2	128	137.0	137.5	151.7
Campus Administration	42	42	43.0	46.9	47.0
Central Administration	14	13.9	13.5	17.0	17.7
Educational Aides:	156.1	167.4	167.5	186.3	204.0
Auxiliary Staff:	352.7	378.9	390.4	422.5	403.1
Total Minority Staff:	523.7	576.1	612.0	717.0	749.0
Teachers by Ethnicity and Sex					
African American	91.8	101.0	110	110.0	114.0
Hispanic	95	108.0	120.0	137.0	143.0
White	539.2	542.0	532.0	549.0	569.0
American Indian	1.0	2.0	1.0		2.0
Asian	4.0	4.0	3.0	4.0	5.0
Pacific Islander	1.0				
Two or More Races	6.0	6.0		8.0	6.0
Other					
Males	140.1	153.0	152.0	146.0	163.0
Females	598	611.0	620.0	664.0	676.0

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Teachers by Years of Experience	2016-17	2017-2018	2018-2019	2019-2020	2020-2021
Beginning Teachers	47.4	39.6	42.8	71.3	40.3
1-5 Years Experience	236.5	256.6	251.8	242.5	273.3
6-10 Years Experience	170.8	161.6	175.6	183.1	193.7
11-20 Years Experience	199.1	219.1	212.2	216.6	227.6
Over 20 Years Experience	84.3	77.5	86.5	96.9	99.4
Average Actual Salaries (regular duties only)	2016-17	2017-2018	2018-2019	2019-2020	2020-2021
Teachers	\$54,110	\$55,432	\$56,202	\$59,161	\$60,480
Professional Support	\$67,193	\$69,382	\$70,339	\$74,041	\$73,175
Campus Administration	\$80,443	\$82,847	\$84,652	\$86,708	\$88,938
Central Administration	\$118,898	\$123,621	\$119,829	\$121,458	\$123,537
Educational Aides	\$21,690	\$22,355	\$22,598	\$23,244	\$23,597
Auxiliary Staff	\$28,051	\$28,421	\$29,120	\$30,000	\$30,678

Technology Summary

Dickinson ISD spent the last 18 months improving the district network operations center infrastructure, increasing the number of mobile devices for student use and building the skills of instructional staff by requiring Google Classroom for all teacher to utilize in instruction. During the Spring of 2021, instructional teams worked to build a consistent structure among grade levels as Dickinson ISD prepared to roll out Schoology as the district's Learning Management System. Summer has been spent training all instructional staff in Schoology and increasing bandwidth as well as internal connection pipes. We continue to work closely with the Educational Service Department in order to ensure alignment with district goals and objectives. ERate funds were secured to upgrade all DISD Wireless infrastructure in Fall 2021.

District Processes & Programs Strengths

District Context and Organization Strengths

- Campus Instructional schedules maximized.
- Educational Improvement Committee (EIC)
- Professional Learning Communities (PLCs)
- District/Campus goal alignment.
- Involvement of campus staff in decision-making.
- Implementation of daily acceleration activities for all students.

Staff Quality, Recruitment, and Retention Strengths

Dickinson ISD is committed to ensuring that all personnel have the relevant knowledge, skills and expertise to perform their work to consistently meet high standards and to increase student achievement. The District recognizes that training and development are fundamental to ensure the quality of its services to students. The District supports a culture of lifelong learning and encourages employees to take ownership of their own professional development.

- Two-year Teacher Induction Program, Teacher Mentor Program, and the Assistant Principal Academy.
- A wide-variety of researched-based, sustainable professional development provided by the district.
- Professional development driven by curriculum/student needs and staff surveys.
- Gator Academy Daycare as a recruitment incentive.
- Partnership with Teacher Preparation Programs
- Online application process-principals have access to review applicants and set up own interviews. Wide variety of district personnel to attend job fairs and participate in hiring process.
- Campus staff surveys as well as professional development surveys provide valuable input on needs, presenters, and the professional learning experiences.
- Extensive opportunities for professional development provided by the district.

The Educational Services Department in collaboration with other departments (Technology, CTE, etc.) and principals annually review staff needs and update a comprehensive professional development plan handbook. Dickinson ISD (DISD) is committed to ensuring that all personnel have the relevant knowledge, skills, and expertise to perform their work to consistently high standards and to increase student achievement. The District recognizes that training and development are fundamental to ensure the quality of services to students. The District supports a culture of lifelong learning and encourages employees to take ownership of their own professional learning.

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Technology Strengths

- Alignment with DISD Strategic Plan and a member of the Technology Team on the committee
- Close collaboration with all DISD departments
- Roll out of LMS, increased devices for staff and students

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Instructional implementation, student engagement and support for students receiving special programming is not always aligned to standards or programming requirements. **Root Cause:** We do not have a systematic process for walk throughs that result in improvement of student learning and programming needs.

Problem Statement 2: The data indicates inequitable identification of gifted students when comparing the demographics of the entire district population to the demographics of those students identified as G/T. **Root Cause:** Traditional screening and assessment methods are known to have implicit and explicit bias. Relying solely on limited data sources will continue to further the problem of inequitable rates of identification.

Problem Statement 3: A high number of new teachers are alternative certified and have not completed a university-based teacher preparation program. **Root Cause:** A shortage of teachers in the field of education has caused DISD to hire from ATPC and the recruits are less prepared.

Problem Statement 4: Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus. **Root Cause:** Time

management skills and delegation are important to ensure teachers receive needed support.

Problem Statement 5: Build teacher awareness of and build capacity for performance indicators and technology integration. **Root Cause:** Time for technology TEKS within other required curriculum

Problem Statement 6: Teaching digital citizenship must be a continued focus built into all courses. **Root Cause:** This is becoming less of an issue as teachers are finding ways to use research and collaboration to teach digital citizenship

Problem Statement 7: Device refresh plan must be developed and followed in order to address aging devices. **Root Cause:** Local funds are used for technology purchases. A plan is being developed to get a refresh plan in place.

Perceptions

Perceptions Summary

DISD strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the success of the district. DISD has school liaison officers who we contract with through the Galveston County Sheriff's Office to ensure safety on all campuses. Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student self-awareness and achievement that is individualized for specific student characteristics. A high degree of professionalism exists among our employees, and an ongoing recognition of student and staff excellence contributes to this culture. The goal of the instructional program at DISD is to offer rigorous academic standards that equip students with the tools to meet and exceed grade-level expectations. Emphasis is placed on higher-level thinking skills, including research methodologies and independent, complex, critical thinking skills. Campus surveys are conducted every year to obtain feedback from parents. Surveys inquire about parent feedback on campus safety, communication, parent engagement events, and a plethora of other topics in order to improve campus culture.

The district is currently moving towards a K-12 adoption of restorative practices. The use of restorative practices has the potential to reduce crime, violence, and bullying while improving student behavior, restoring relationships, and strengthening the educational community. Several secondary campuses use Safe & Civil Schools methodologies which complement restorative practices. Safe & Civil is a proactive, positive approach to school management in which everyone on campus teaches pro-social, classroom, and school behavior. Expectations are taught systematically to both adults and students. Positive interactions with students is the goal, and misbehavior is an opportunity to teach socially appropriate replacement behaviors.

The Dickinson High School CTE program continues to experience growth in student enrollment, which has resulted in the expansion of programs provided to students. Community, business, and industry support have increased and significant monetary and equipment contributions have been made to various CTE programs. The AVID (Advancement Via Individual Determination) system is implemented on eight (8) campuses including 2 elementary, 3 middle, 2 junior high, and the high school. The focus of instruction and culture is on college and career readiness for all students through the implementation of instruction, systems, leadership, and culture that aligns to rigorous and engaging experiences and expectations. In AVID Secondary, weekly study/tutorial groups support students in rigorous course work, encouraging increasing enrollment in advanced-level courses. Dickinson High School continues to promote student success by offering "Lighted Windows, Open Doors" twice a week. This program provides tutoring to all DISD students in the core subject areas.

Advanced Academics in Dickinson ISD continue to expand to reach more students. The GT Assessment adjustments have increased the number of students in underrepresented populations that have been identified as GT to more closely mirror the district enrollment, but gaps still exist: Black/African American and Hispanic/Latino or LEP students continue to be underrepresented. Every campus has a GT Coordinator who manages screening/assessment and monitors service in the GT Cluster classroom. The new InvestiGATOR program in partnership with UHCL provided enrichment services to 4th and 5th grade GT students. The STEM Academy expanded services to grade 8, bringing the total enrollment in grades 5-8 to over 440 students who are receiving accelerated learning in math and science, readying them for high school Algebra I and Biology I in grade 8. Enrollment in dual credit courses continues to increase (up 22% since 2018), and the number of graduates from Collegiate High School who earned an associate's degree was the highest it has been (56% of total CHS. Participation in AP exams increased overall in 2019-2020 by 4% over the prior year. The total number of students earning college credits through AP exams decreased by 5% from the prior year with fewer total students earning a 3 or better. In all, 276 students participated in 442 AP exams in 2019. Of them, 134 students (42%) earned a 3, 4, or 5 on their AP exam qualifying them for college credits. An additional 13 students earned a 5 on their exam, the highest score possible. DISD also saw a significant increase in the number of student participants in PSAT/SAT testing (+36% more students taking the exams), but saw a decrease in overall performance in both reading and mathematics readiness measures as compared to the prior year. Dickinson High School noted only one student qualified as a national merit commended scholar in 2019.

All DISD stakeholders contribute to the formation of each school's culture and climate. This includes parents, staff, business leaders, and community members. Shaping the culture and climate in each of our schools is a mindful and dynamic process for our campus and district leaders, which affects every decision we make. In 2018 the district started the DISD Safety and Security Committee. It involves parents, students, administration, staff, first responders, mental health representatives, Board of Trustee members, and faith-based representatives. The goal and responsibilities of the committee are to evaluate DISD safety and security needs, review current safety research and legislative reports, work collaboratively, and make recommendations in order to enhance safety efforts at every facility.

Esmond Juvenile Justice Center Residential School-Galveston County

The detention facility of the Juvenile Justice Department houses juvenile offenders ten years of age or older and under 17 years of age; or 17 years of age or older and under 18 years of age who have been found to have engaged in delinquent conduct or conduct indicating a need for supervision as a result of acts committed before becoming 17 years of age within the boundaries of Galveston County. The facility operates twenty-nine (29) single occupancy rooms. The County Intake Officer assists in court proceedings, processing of admissions / releases of juvenile offenders 24 hours daily, and holds supervisory responsibility for line staff during evenings, weekends and holidays. The program is oriented towards rehabilitation and concerned humanistic care. A juvenile who is placed in detention will participate in a comprehensive program, including diagnostic services, both indoor and outdoor recreation, voluntary religious instruction and other services believed to be beneficial to the child. Esmond Center requests provision of educational classes for students through the Dickinson Independent School District. Services and arrangements are established through a yearly Memorandum of Understanding. The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided other than direct classroom instruction.

Transforming Lives Cooperative-Galveston County

The Transforming Lives Cooperative's intent is to effectively channel Galveston County's delinquent juveniles' behavior into more positive outcomes in the forms of willing law abiding citizens, instilling within its participants the importance of self-discipline, responsibility, and respect towards one's self and community. It is their commitment to accomplish this in the least restrictive and most cost effective manner possible. Students are placed in TLC by the judge and are released by the judge. DISD has no control over entrance or withdrawal from the program. Any juvenile who is on formal probation and continues to violate order of probation will eventually reach Level 4 of the Progressive Sanctions. At that point, the student's probation officer may recommend placement in TLC. This action is a court order for post-adjudication requiring the student to report to Esmond Center daily for a minimum of 6 months. While at the Center, the student attends classes on Monday-Friday rather than those at his regular school in his district of residence. In certain cases, any Level 4 juvenile through continued violations will be classified as L-5. At that point, the judge may issue a court order requiring a post-adjudication residential placement for a minimum of 6 months. The student lives in the facility and attends classes on Monday-Friday. The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided other than direct classroom instruction.

High school students who live in Dickinson ISD upon release are encouraged to consider attending the Dickinson Continuation Center, the alternative high school of choice, particularly if they are behind the graduation cohort group. Many students are highly unmotivated for a myriad of reasons, and traditional classroom methods and materials are ineffective. Students also do not have much support from the home environment in terms of emphasizing the importance of education, consistent attendance and appropriate behavior. They are also inconsistently exposed to appropriate social skills for the classroom and work place. After being in such a protected and sheltered environment even if it is a short period of time, students need more transition and follow-up from the facility. Generally, these students get "lost" when they return to a regular school. A vast majority of the students who are court-ordered to attend these programs will be most likely to fall behind and not graduate on time, if at all. Pre-GED and GED instruction can benefit students who may not be able to earn a high school diploma. There is a segment of students who are indignant at being detained, and these students are unreachable. They become locked down emotionally, so they cannot make any effort toward engagement or achievement. Upon release, these are students who might be much more successful at an alternative high school or at least in the credit recovery lab back in their local district.

Parent and Community Engagement

Because we know that education does not occur in isolation, Dickinson ISD strives to maintain a strong partnership with parents and community members. Dickinson ISD is a growing community that still has a small-town atmosphere. Many of our graduates return home upon graduating college to teach in the district. The efforts of our students, teachers, administrators, support personnel, and parents are invaluable to our District's continued successes.

Dickinson ISD campuses offer a wide variety of parent nights, Title I meetings, curriculum nights, and other events to continue building parent and family engagement at each campus. The district and campuses use many forms of communication to make sure parents stay informed about the district, including social media (Facebook, Twitter), the district website, weekly electronic email newsletter, a printed newsletter three times a year, text messaging emergency notification, and School Messenger call-outs, as well as the traditional campus-based communication newsletters, calendars, etc.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Center (ESC) is where the majority of the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a Dickinson Independent School District
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known location throughout the community, the district stores documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies, and any other pertinent documents at this location. The district has translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents' preferred language.

DISD believes our strength in Family and Community Engagement is found in the wide array of communication tools the district utilizes to reach stakeholders, as well as the partnerships the district establishes to develop relationships with the community, business leaders, and the schools to showcase the great things happening in the district.

Dickinson ISD is a fast-growing school district that is expected to surpass a student enrollment of 11,500 students in 2020-21. Enrollment is expected to continue to climb to a projected 14,300 students over the next 10 years. Hundreds of families are choosing Dickinson ISD as their preferred destination to live and educate their children.

Esmond Juvenile Justice Center Residential School-Galveston County

Since students are court-ordered into both programs and parents are not participants in the educational process in the same way they could be in a regular public or private school, there are unique communication problems affecting parental engagement. Many parents are incarcerated in the adult system, so a huge percentage of these students are not being raised by parents and at times not even with family members. The family is often homeless or moves to a new location frequently. Communication is difficult to establish and maintain. Responsible parties are often working multiple jobs in order to survive, so educational issues are often very low on the list of priorities.

Perceptions Strengths

District Culture and Climate

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- DISD strives to provide a variety of communication methods in order to keep parents and the community informed.
- DISD has numerous safety programs and action plans in place including: security cameras, emergency operation plans, fire drills, tornado drills, shelter in place drills, exterior lock-down drills, total lock-down drills, and evacuation drills.
- A variety of after school clubs and activities are available district-wide.
- Peer and adult mentoring programs are available at a majority of campuses.
- DISD has Communities-in-Schools programs on 5 campuses to help reduce student drop-out rates and to supply students with their individual needs.
- The AVID program is in place for grades 5-12 in order to build a college & career culture throughout the campus. As of 2019-2020, eight (8) campuses are also utilizing the AVID system.
- AVID Excel for 7th and 8th grade EL students is offered at the 2 junior high campuses in the district.
- A strong CTE program to accommodate increased student interest and enrollment is provided.
- The STEM Academy serves 440+ students in accelerated math and science curriculum, preparing them for HS Alg I and Bio I in grade 8.
- The newly-adopted InvestiGATORS program serves GT students in grades 4-5 with a partnership with UHCL, providing exploration and enrichment mini-courses in science, technology, art, and business.
- Participation in dual credit courses has increased significantly (22%) from 2018. Over 56% of CHS graduates earn an associates degree upon graduation.
- Participation in AP exams, PSAT and SAT exams has also increased in 2019
- DISD Robotics Program expanded to VEX IQ in grades 3-8, allowing more than 200 students to participate across the district.
- Inaugural year of DISD UIL A+ Academic contests started in grades 5-8 with five (5) events and nearly 150 student participants.
- On-going training in Restorative Practices for every staff member is required. This training will also be offered to the parents.
- A special program continues to be offered at the Dickinson Continuation Center for over-age 8th grade students.

Parent and Community Engagement

- DISD Community
- Proactive use of social media from the DISD Public Information Office
- Increased coverage of stories and photos on the district website and newspaper
- PTO expansion at the campuses
- Parent volunteers
- Staff, community, and business partnerships at the district and/or campus level
- Dickinson Education Foundation
- Campus events for parents
- Assistance League of Bay Area
- Communities in Schools
- Service organizations
- More Documentation and Communication is becoming available in Spanish
- Parent Engagement Coordinators available on Each Campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent parent engagement or lack of interest in parent engagement activities. **Root Cause:** Parents see lots of roadblocks to getting involved in their child's education. Some say it's due to their own demanding schedules, others say they lack the knowledge of how to help their child and they depend on the schools to properly educate their children, while some feel uncomfortable communicating with the schools. ¹⁴³

Problem Statement 2: All communication is not offered in Spanish. **Root Cause:** DISD does not have a department for translation services. Translation services must be outsourced.

Problem Statement 3: Special Programs: Parental involvement in parent engagement activities is lower than desired. **Root Cause:** Additional advertisement is needed as well as more immediately relevant topics.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

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

Parent/Community Data

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

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Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: April 5, 2021

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 1: Develop and implement effective Professional Learning Communities on all campuses in all grade levels.

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Solution Tree PLC model district-wide (Includes the framework in which PLCs function) 1. Campus leadership teams and teachers attend PLC At Work summer conference in DISD 2. Teams who attend the summer training will structure PLCs and model the Solution Tree format 3. Utilize Global PD for more information about how to structure PLCs Strategy's Expected Result/Impact: Rigorous Teaching and Assessing in the Classroom ultimately resulting in improved test results. Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Campus instructional leadership Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Funding Sources: - IDEA B, - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
				147
Strategy 2 Details	Reviews			
Strategy 2: Use the Solution Tree PLC common language district-wide Strategy's Expected Result/Impact: Improved student achievement based on assessment data Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator All instructional stakeholders Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 211-Title IA, Title III Paraprofessionals - 255-Title IIA, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Incorporate the 4 Essential Questions to guide PLCs and decision-making Strategy's Expected Result/Impact: Improved teaching learning based on district and state assessments Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Campus instructional leadership Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 2: Provide curriculum that is strategically aligned and focused on essential standards.

Evaluation Data Sources: Improved student achievement based on assessment data

Strategy 1 Details	Reviews			
Strategy 1: Identify essential standards PK-12 in all core subjects/classes. Strategy's Expected Result/Impact: Improved student achievement based on assessment data Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches, Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources for teachers on the unpacking of essential standards. Train instructional coaches to unpack the TEKS. Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				148
Strategy 3 Details	Reviews			
Strategy 3: Provide resources and training for teachers on using essential standards (guidance documents for scope and sequence, lesson planning, best practices, strategies, etc) Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches Coordinator of Special Programs Instruction & Compliance Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 3: Develop a comprehensive assessment plan.

Strategy 1 Details	Reviews			
Strategy 1: Develop a Calendar of Assessments including the implementation of digital assessments Staff Responsible for Monitoring: Director of Assessment Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop protocol for Data Review after each assessment including an intentional intervention plan Staff Responsible for Monitoring: Director of Assessment, Curriculum Coordinator Curriculum Specialists Campus Instructional Leadership Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Transition state and local assessments to online administrations Staff Responsible for Monitoring: Director of Assessment Curriculum Coordinator Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				149
Strategy 4 Details	Reviews			
Strategy 4: Train teams to verify campus assessments are aligned to state standards and DISD curriculum (to include writing assessments) Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Curriculum Coordinator Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide training for assessment protocols (administration, procedures, requirements) Staff Responsible for Monitoring: Director of Assessment Campus Testing Coordinators Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 4: Implement best practices to ensure quality instruction.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for teachers/staff on best practices for differentiating instruction (e.g. UDL) All instructional resources are vetted through an alignment process and included in the district curriculum. Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum, including scope and sequence, unit overviews and district-approved best practices (strategies, structures, student tasks.) Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Curriculum Coordinator Principals Instructional Coaches Interventionists Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a comprehensive 3 year plan for implementing UDL. Staff Responsible for Monitoring: Executive Director of Special Programs Deputy Superintendent of Educational Services Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				150
Strategy 3 Details	Reviews			
Strategy 3: Provide training and implement teacher coaching cycle with instructional coaches. Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Curriculum Coordinator Instructional Coaches Interventionists Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Develop and implement a plan for Schoology as an instructional platform Create plan for roll out Implement phase 1 - moving from Google Classroom to Schoology and provide instructional expectations Research Blended Learning Models with a Blended Learning Team of educators Identify a district model for Blended Teaching Summer-Provide professional development on the district blended teaching model Investigate the feasibility of using Schoology for curriculum - move curriculum documents if feasible Implement the district blended learning model Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Executive Director of Technology Curriculum Coordinator Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Establish a laser focus on teaching phonics in grades K-3. Review curriculum documents and ensure there is a strong process of the instruction of phonics including specific resources to be used Provide training to LAR instructional coaches LAR instructional coaches will train campus teachers in accessing and utilizing the district phonics resources Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Curriculum Coordinator Curriculum Specialists ELAR Specialists Campus administrators Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				151
Strategy 6 Details	Reviews			
Strategy 6: Special Programs: Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and campus 504 coordinators on 504 regarding compliance on homebound services. Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Special Programs: Ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching with the goal that teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee Strategy's Expected Result/Impact: Increased student learning Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID and ED and conducting Case Review for all evaluations of ID students. Strategy's Expected Result/Impact: increased knowledge and accurate identification of students Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Special Programs: Conduct FIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records). Strategy's Expected Result/Impact: Improve SPP 11 data Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services. Strategy's Expected Result/Impact: Improve SSP 11 (LRE) data Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Restorative Practice Techniques. Strategy's Expected Result/Impact: Improved SSP 18 (Sped Total Disciplinary Removals Rate) data Staff Responsible for Monitoring: Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches Funding Sources: - Local Funding, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Developing and implementing a well-rounded program of instruction to meet the academic needs of students through Robotics; GT programs, Investigators, Gator Scholars, STEM Academy, Gator Travelers; advanced courses; dual credit; dual language; CTE Programs and Fine Arts. Strategy's Expected Result/Impact: Improve student academic achievement Staff Responsible for Monitoring: Director of Advanced Academics Director of Fine Arts Director of CTE Director of Bilingual /ESL Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - 287-Title IV, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				153
Strategy 13 Details	Reviews			
Strategy 13: Assist schools in identifying and serving GT students. Strategy's Expected Result/Impact: Improve student achievement and participation in well-rounded programs Staff Responsible for Monitoring: Director of Advanced Academics Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Assist schools in identifying students at risk for academic failure and providing opportunities for students to achieve academic growth. Strategy's Expected Result/Impact: Close the learning gaps for struggling students Staff Responsible for Monitoring: Director of At Risk Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199-SCE, - Local Funding, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
Strategy 15: Increase certification options through our Career & Technical Education (CTE) program by providing students with opportunities to prepare for certification exams using online platforms Strategy's Expected Result/Impact: Increase the number of certifications earned by students Staff Responsible for Monitoring: Director of CTE Title I Schoolwide Elements: 2.5 Funding Sources: - Local Funding, - Perkins	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Provide work-based learning opportunities through our Career & Technical Education (CTE) program that provide students in-depth interaction with industry professionals Strategy's Expected Result/Impact: Increase in career readiness for students Staff Responsible for Monitoring: Director of CTE Title I Schoolwide Elements: 2.5 Funding Sources: - Perkins, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Provide academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupation or industries Strategy's Expected Result/Impact: Increase in career readiness for students Staff Responsible for Monitoring: Director of CTE Title I Schoolwide Elements: 2.5 Funding Sources: - Local Funding, - Perkins	Formative			Summative
	Nov	Jan	Mar	June
				154
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 5: Reduce and eliminate random variation in the delivery of curriculum.

Evaluation Data Sources: Improved teaching learning based on district and state assessments

Strategy 1 Details	Reviews			
Strategy 1: Design and implement a Teaching and Learning Process Model and a Quality Control system for delivery of instruction. Evaluate the current instructional model using the CMSi standards for curriculum Adjust model as necessary (Use the CMSi Mastery Learning Instructional Model) Identify a Teaching and Learning Process Model. Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Re-establish Tier 1 priorities and eliminate random variation of priorities Identify Tier 1 Priorities for each core content area and grade level Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				155
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 1: Expand the safety program to incorporate best practices and move beyond compliance.

Strategy 1 Details	Reviews			
Strategy 1: Update Safety Procedures using Texas School Safety Center (TSSC) Protocol Staff Responsible for Monitoring: Assistant Supt. for Administration Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create Electronic Master Safety Procedures Manual Staff Responsible for Monitoring: Assistant Supt. for Administration Results Driven Accountability Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Safety Training Strategy's Expected Result/Impact: Texas School Safety Center Staff Responsible for Monitoring: Assistant Supt. for Administration Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				156
Strategy 4 Details	Reviews			
Strategy 4: Special Programs: Expand Standard Response Protocol Training for Professional School Counselors to include increased emphasis on response and reunification. Staff Responsible for Monitoring: Social Emotional Learning Specialist Executive Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special Programs: Develop specific reunification plan for high-needs, special education students Staff Responsible for Monitoring: Assistant Supt. for Administration Executive Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Routinely practice reunification tabletop exercises including a simulated drill Staff Responsible for Monitoring: Assistant Superintendent for Administration	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 2: Foster students' emotional safety through the development of positive relationships and school culture/climate (e.g Restorative Practices, Character Strong).

Strategy 1 Details	Reviews			
Strategy 1: Special Programs: Implement campus SEL SQUADs (Social Emotional Learning Staff Qualified Uniquely advocating for Dickinson) teams. Strategy's Expected Result/Impact: Social/Emotional Learning Specialist Staff Responsible for Monitoring: Professional School Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Special Programs: Implement Gator BREAK in classrooms Staff Responsible for Monitoring: Social/Emotional Learning Specialist SEL SQUADs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special Programs: Provide students that meet qualifications access to Communities in Schools Student Support Specialist on all campuses. Strategy's Expected Result/Impact: Support at-risk students and reduce drop out. Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
				157
Strategy 4 Details	Reviews			
Strategy 4: Special Programs: Provide referrals to outside agencies to meet the needs of students. Strategy's Expected Result/Impact: Increased referrals Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 3: Enhance students' physical health through instruction and district health services.

Strategy 1 Details	Reviews			
Strategy 1: Transform physical education into comprehensive wellness program. - Identify priority health TEKS and integrate them into PE classes - Provide professional development time for PE teachers - Create a wellness awareness campaign Staff Responsible for Monitoring: Assistant Superintendent for Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote Gator Hope Clinic access Staff Responsible for Monitoring: Gator Hope Clinic Physician Assistant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special Programs: Provide Anti-victimization training. Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
				158
Strategy 4 Details	Reviews			
Strategy 4: Special Programs: Expand Substance Abuse Prevention Program Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special Programs: Implement Human Trafficking Prevention Program - Training for staff - Curriculum for students Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 4: Support the emotional health of students and staff through coordinated/streamlined services.

Strategy 1 Details	Reviews			
Strategy 1: Special Programs: Promote the streamlined Gator Wellness Center Referral Process Staff Responsible for Monitoring: Social/Emotional Learning Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Special Programs: Implement SEL SQUAD Staff Responsible for Monitoring: Social/Emotional Learning Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special Programs: Strengthen Staff Wellness Initiative Staff Responsible for Monitoring: Social/Emotional Learning Specialist	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				
				159

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 5: Establish an advisory council to advocate for an equitable environment for all.

Strategy 1 Details	Reviews			
Strategy 1: Assemble committee and begin discussions Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ongoing leadership development and capacity building Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Disaggregate data to identify underserved and marginalized groups Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Review research to identify equity strategies for P-12 Educational systems Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Solicit feedback from stakeholders to develop equity framework Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Present framework to staff and community groups for feedback Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Facilitate community and district sessions to assess DISD practices and recommend tactics Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Research viability of stakeholder recommended tactics Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Review and identify tactics with administrators for inclusion in the equity action plan Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Finalize inaugural equity action plan Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
				161
Strategy 11 Details	Reviews			
Strategy 11: Integrate and align appropriate equity tactics into the district strategic plan and other action plans Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Provide parents access to various community resources.

Evaluation Data Sources: Parent and community surveys, participation data from schools

Strategy 1 Details	Reviews			
Strategy 1: Create and maintain a Community Online Resource Strategy's Expected Result/Impact: Provide access to a variety of resources for parent and family needs Staff Responsible for Monitoring: Director of Federal Programs Title I Schoolwide Elements: 2.5, 2.6, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Set up needs assessment platform at registration for parents to indicate needed resources such as counseling services, food, and other community resources Strategy's Expected Result/Impact: Identify specific needs of students and families Staff Responsible for Monitoring: Director of Federal Programs Executive Director of Special Programs District Social Worker & Counselor Title I Schoolwide Elements: 2.6 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				162
Strategy 3 Details	Reviews			
Strategy 3: Ensure parent communication is translated to Spanish Strategy's Expected Result/Impact: Improve parent communication Staff Responsible for Monitoring: Director of Federal Programs Title I Schoolwide Elements: 3.2 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 2: Expand partnership with community organizations and churches to support students and schools with various campus needs.

Evaluation Data Sources: Parent surveys, evidence of website usage

Strategy 1 Details	Reviews			
Strategy 1: Use current partnerships to grow volunteering programs, that may include educational resources for families, tutoring and other needs as they arise Strategy's Expected Result/Impact: Increased family and community connections and meeting needs of students and families Staff Responsible for Monitoring: Director of Federal Programs Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Research and develop a community-based student mentoring program to support students academically, socially and emotionally, including students with disabilities. Strategy's Expected Result/Impact: Positive impact on the social and emotional learning for students Staff Responsible for Monitoring: Social Emotional Learning Specialist Director of Federal Programs Executive Director of Special Programs District Social Worker & Counselor District Transition Specialist Title I Schoolwide Elements: 3.2 Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				163
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 3: Expand partnerships with area colleges and universities

Evaluation Data Sources: Evidence of student enrollment and participation in programs

Strategy 1 Details	Reviews			
Strategy 1: Actively partner with area colleges and universities Strategy's Expected Result/Impact: Increase college and career readiness for students and educate families about college and career opportunities Staff Responsible for Monitoring: Director of At-Risk Director of Advanced Academics Director of CTE Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs Strategy's Expected Result/Impact: Increase college and career readiness for students and families Staff Responsible for Monitoring: Director of At-Risk	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Partner with CTE businesses at junior high, middle and elementary schools to foster college and career readiness Strategy's Expected Result/Impact: Increase college and career readiness for students and families Staff Responsible for Monitoring: Director of At-Risk Director of Advanced Academics Director of CTE Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs Strategy's Expected Result/Impact: Improve parent and family communication Staff Responsible for Monitoring: Director of At-Risk, Bilingual/ ESL	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 4: Equip families with tools to enhance and extend learning at home.

Evaluation Data Sources: Director of Federal Programs
Director of At-Risk

Strategy 1 Details	Reviews			
Strategy 1: Create a parent/family survey to identify the individual needs of each campus related to learning and utilizing district resources Strategy's Expected Result/Impact: Identify the needs of families and students Staff Responsible for Monitoring: Director of Federal Programs Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training to parents in ways to support their children at home in reading, math homework Strategy's Expected Result/Impact: Improve parent and family engagement to support learning Staff Responsible for Monitoring: Director of Federal Programs Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 263-Title IIIA, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide parents with classes/supports for accessing district resources to support learning Strategy's Expected Result/Impact: Improve parent and family engagement to support learning Staff Responsible for Monitoring: Technology Integration Coordinator Director of Federal Programs Director of At-Risk, Director of Advanced Academics Director of Professional Learning Title I Schoolwide Elements: 2.4, 2.6, 3.2 Funding Sources: - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Set up needs assessment platform at registration for parents to identify training needs as related to use of district educational and student management resources Strategy's Expected Result/Impact: Identify the specific needs of students and families Staff Responsible for Monitoring: Director of Federal Programs Director of At-Risk	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit, Open Windows Lighted Doors... for students and families. Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students Staff Responsible for Monitoring: Director of Federal Programs Director of At-Risk Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211-Title IA, - 199-SCE, - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Refine a recruitment pipeline with multiple sources to provide the district with qualified candidates to meet the staffing needs of the district.

Strategy 1 Details	Reviews			
Strategy 1: Continue to recruit in a variety of venues including in-district and out of district job fairs to attract a broad and diverse applicant pool. Strategy's Expected Result/Impact: Increase the number of qualified applicants available for each new position. Staff Responsible for Monitoring: Executive Director of Human Resources Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend. Strategy's Expected Result/Impact: Increase overall district retention rate. Staff Responsible for Monitoring: Executive Director for Human Resources Funding Sources: - Local Funding, - 211-Title IA, - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide campus administrators with training on hiring practices and interviewing techniques. Strategy's Expected Result/Impact: Develop equity-based practices for screening, interviewing, and retaining employees. Staff Responsible for Monitoring: Executive Director of Human Resources Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increase partnerships with teacher preparation programs including state and local universities. Strategy's Expected Result/Impact: Increase rate of acquisition of teachers from affiliated programs. Staff Responsible for Monitoring: Executive Director of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to advertise open positions in variety of virtual formats including social media, web pages, and professional associations/organizations. Strategy's Expected Result/Impact: Increase the number of qualified applicants available for each new position. Staff Responsible for Monitoring: Executive Director of Human Resources Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS). Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students Staff Responsible for Monitoring: Director of Career & Technical Education Funding Sources: - Local Funding, - Perkins	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Special Programs: Implement a recruitment and supplemental training program for teachers who are interested in becoming an educational diagnostician or LSSP. Strategy's Expected Result/Impact: Increase staff knowledge. Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation & Related Services Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities across all departments and content areas. Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Department Funding Sources: - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Enhance the two-year teacher induction and mentoring program to all teachers new to the profession. Strategy's Expected Result/Impact: Increase teacher retention rate of beginning teachers (0-2 years). Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Research best practices for the development of a campus "buddy" program for experienced teachers that are new to the district Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
				169
Strategy 4 Details	Reviews			
Strategy 4: Develop emerging teacher-leaders and mid-level administrators for future positions within the district through a leadership academies and opportunities to lead campus and district professional development sessions Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special Programs: Provide/expand district-wide professional development focusing on the development and implementation of the Students Success Triangle (IEP goals, objectives, PLAAFPs, progress monitoring and reporting), accommodations, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings. Strategy's Expected Result/Impact: Increased knowledge base for educators. Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators Funding Sources: - IDEA B, - Special Programs	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Special Programs: Provide professional development (e.g. Neuhaus, Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities. Strategy's Expected Result/Impact: Increased knowledge base for educators Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical, speech/ language, hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities. Strategy's Expected Result/Impact: Increase inclusive learning opportunities for students with disabilities Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices Strategy's Expected Result/Impact: Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				170
Strategy 9 Details	Reviews			
Strategy 9: Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID. Strategy's Expected Result/Impact: Increased opportunities for students in special education to generalize skills Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators Funding Sources: - Local Funding, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 3: Provide all staff with a package of benefits and services that addresses personal and professional needs.

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive retention plan that provides avenues for DISD employees to seek degrees, certifications, and CPEs in accordance with district needs and priorities. Strategy's Expected Result/Impact: Targeted teachers will successfully complete certification requirements by designated timelines. Staff Responsible for Monitoring: Executive Director of Human Resources Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and make plans to implement Teacher Incentive Allotment . Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Staff Responsible for Monitoring: Executive Director of Human Resources Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with the SHAC committee and Social-Emotional Learning Specialist to develop a comprehensive wellness program. Strategy's Expected Result/Impact: Support overall well-being of all staff. Staff Responsible for Monitoring: Executive Director of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to provide district maintained employee daycare, ages birth to 5 years, to attract and retain highly qualified candidates. Strategy's Expected Result/Impact: Increase retention rate for employees who benefited from employee day care facility. Staff Responsible for Monitoring: Executive Director of Human Resources Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Build and maintain infrastructure connectivity for the district

Evaluation Data Sources: 2021-2022 District Budget

Strategy 1 Details	Reviews			
Strategy 1: Increase network bandwidth as well as NOC to campus connectivity to provide for increased digital learning Strategy's Expected Result/Impact: Faster connectivity, ability to do district wide online assessments Staff Responsible for Monitoring: DISD Technology Team Title I Schoolwide Elements: 2.4, 2.5 - Equity Plan Funding Sources: ERate and Local Funds - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All staff will be annually trained on data privacy and security. Any company housing DISD data will be required to comply with all FERPA and COPPA Laws Strategy's Expected Result/Impact: Data privacy and security, no breaches Staff Responsible for Monitoring: Executive Director of Technology Funding Sources: Local Funds - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All DISD software will be updated as necessary Strategy's Expected Result/Impact: Increased network security. Increased productivity through efficient work flow Staff Responsible for Monitoring: Executive Director of Business Operations, Executive Director of Technology Funding Sources: Local Funds - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Refresh network hardware Strategy's Expected Result/Impact: Efficient network functioning Staff Responsible for Monitoring: Executive Director of Technology Title I Schoolwide Elements: 2.4 Funding Sources: ERate Federal Funds and Local Funds - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				172

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Utilize district funds and resources in a fiscally responsible manner

Evaluation Data Sources: District inventory, Annual Audit Reports

Strategy 1 Details	Reviews			
Strategy 1: Enhance internal controls to protect district assets via inventory runs, bar coding and attendance accountability via TCP Strategy's Expected Result/Impact: Financial transparency Staff Responsible for Monitoring: Executive Director of Technology Executive Director of Business Services Funding Sources: Finance System, Inventory System - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase resources through alternate funding sources such as grants Strategy's Expected Result/Impact: Fund technology and intervention for student learning Staff Responsible for Monitoring: Federal Programs Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Various federal funds and grants - Local Funding, - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain an efficient procurement system Strategy's Expected Result/Impact: Manage district resources Staff Responsible for Monitoring: Executive Director of Business Services Funding Sources: Finance System - Local Funding, - Bond				173
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Software utilized for instructional needs will be evaluated annually by curriculum and Instructional Technology Teams to determine the effectiveness of the software for student growth Strategy's Expected Result/Impact: Software that promotes student academic growth Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 3: Provide a safe, clean and comfortable environment through climate control management, working door closures and locks/access systems and providing PPE

Evaluation Data Sources: Inspections and checks

Strategy 1 Details	Reviews			
Strategy 1: Maintain efficient operation of climate control to maintain facilities as well as instructional continuity *Investigate controls to help monitor district utility demand *Upgrade energy management controls Strategy's Expected Result/Impact: Lower utility bills Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Maintenance Director of Energy Management	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure that all doors and locks are functioning properly on all campuses and district buildings Strategy's Expected Result/Impact: Safe and secure schools Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Maintenance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain a cleaning/maintenance schedule that allows all buildings and areas inside and outside of the buildings to be properly cleaned and maintained *Supply PPE for all sites Strategy's Expected Result/Impact: Clean and well-maintained buildings Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Custodial Services	Formative			Summative
	Nov	Jan	Mar	June
				174

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 4: Provide a foundation for the instructional day through food and nutrition as well as transportation services. Fully staffed teams, purchasing additional busses, improving menu items and providing free breakfast to all

Evaluation Data Sources: Times of routes, staffing reports, USDA reports

Strategy 1 Details	Reviews			
Strategy 1: Transportation- purchase additional buses; hire additional staff Strategy's Expected Result/Impact: Additional routes so the rides are shorter Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Transportation	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain a full Transportation Staff *Recruit *Retain *Incentivise Strategy's Expected Result/Impact: Maintain and add routes Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Transportation	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: FNS- improve menu options and promote healthy eating habits Strategy's Expected Result/Impact: Healthier students Staff Responsible for Monitoring: Director of Food and Nutrition Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: FNS- continue providing breakfast and lunch free to all students Strategy's Expected Result/Impact: Students who are ready to learn without worrying about food. Staff Responsible for Monitoring: Director of Food and Nutrition Services Director of Federal Programs	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				175

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 5: Create safe educational spaces that promote effective teaching and learning through electronic alerts in buildings for egress points, vestibule upgrades and controlled access to buildings.

Evaluation Data Sources: Construction reports, access control data

Strategy 1 Details	Reviews			
Strategy 1: Implement electronic alerts in all areas of district buildings *Train on use of alert button app *Develop, implement, and practice reunification Strategy's Expected Result/Impact: Safe and secure schools Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Executive Director of Technology	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a master plan for visitor entry *Vestibule Security Upgrades Strategy's Expected Result/Impact: Safe and secure schools Staff Responsible for Monitoring: Executive Director of Facilities Planning and Construction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop master plan utilizing controlled access with district IDs Strategy's Expected Result/Impact: Safe and secure schools Staff Responsible for Monitoring: Executive Director of Facilities Planning and Construction	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Entire SCE Budget: Attached as Addendum	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,300,926.00
6100 Subtotal:		\$4,300,926.00

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexander, J.	Instructional Support		1.0
Allen, J	Social Worker	Split between all campuses	1.0
Allen, R.	Instructional Support Paraprofessional		1.0
Allison, K.	Instructional Support		.17
Arredondo, N.	Instructional Support Paraprofessional	Split between all campuses	1.0
Ballard, K.	Instructional Support		.17
Barker, M	Instructional Support Paraprofessional		1.0
Betancourt, A.	Instructional Support		.50
Bodell, A.	Instructional Support		.17
Brown, A.	Instructional Support		.17
Bruysschaard, J.	Instructional Support		.17
Bruysschaard, J.	Instructional Support		.17
Bryson, K.	Teacher		.33
Burkhardt, C	Instructional Support		178 .90
Cantrell, J.	Instructional Support		1.0
Cephas, A.	Instructional Support		1.0
Cockerty, C.	Instructional Support		.33
Corbin, R.	Instructional Support		1.0
Cox, E.	Instructional Support		1.0
Demars, R.	Instructional Support		1.0
Demunbruin, C.	Instructional Support		1.0
Eanes, R.	Instructional Support		.33
Etchberger, K.	Instructional Support		.17
Faith, J.	Instructional Support		1.0
Farias, E.	Instructional Support		.5
Ferrell, J.	Instructional Support Paraprofessional	Split between all campuses	1.0
Franklin, P.	Instructional Support		.17
Garcia, Y.	Instructional Support		.17

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Garza, D.	Instructional Support Paraprofessional		1.0
Gibb, R.	Instructional Support		.30
Glebe, D.	Instructional Support		.17
Gomez, K.	Instructional Support Paraprofessional		1.0
Goodger, J.	Instructional Support Paraprofessional		1.0
Goodwin, H.	Instructional Support		1.0
Grabbe, K.	Instructional Support		.25
Guidry, T.	Instructional Support		.33
Guillory, S.	Instructional Support Paraprofessional		1.0
Gustke, L.	Instructional Support		.25
Helle, C.	Instructional Support Paraprofessional		1.0
Hendrickson, A.	Instructional Support		1.0
Hester, T.	Instructional Support		.33
Hunter, M.	Instructional Support Paraprofessional		1.0
Jackson, L.	Instructional Support Paraprofessional		1.0
Jackson, T.	Instructional Support Paraprofessional		1.0
Jarmack, C.	Instructional Support Paraprofessional		1.0
Jasso, R.	Instructional Support		.50
Johnson, M.	Instructional Support		.17
Joslin, J.	Instructional Support		1.0
Keels, S.	Instructional Support Paraprofessional		1.0
Knox, N.	Instructional Support		.33
Landolt, J.	Instructional Support		1.0
Laughbaum, A.	Instructional Support		.40
Legrand, C.	Instructional Support Paraprofessional		1.0
Lind-Olson, J.	Instructional Support		.33
Lindsey, C.	Instructional Support		.16
Lopez, C.	Instructional Support Paraprofessional		1.0
Lowe, T.	Instructional Support		.25
Maierson, S.	Instructional Support		1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Martin, T.	Instructional Support		1.0
Matranga, M.	Instructional Support		.90
McClung, J.	Instructional Support		1.0
McCray, D.	Instructional Support		1.0
McMahon K.	Instructional Support		1.0
McMichael, S.	Instructional Support		.33
Milutin, M.	Instructional Support		.50
Molenaar, J.	Instructional Support		.33
Moore, T.	Instructional Support		.33
Morgan, T.	Instructional Support		1.0
Mustiful, A.	Instructional Support		.07
O'Gea, M.	Instructional Support		1.0
Ortiz, H.	Instructional Support Paraprofessional		1.0
Powell, L.	Instructional Support		.17
Rachel, R.	Instructional Support		.17
Revelta, R.	Instructional Support		180 .33
Reyes, C.	Instructional Support		.33
Richardson, W.	Instructional Support Paraprofessional		1.0
Seeley, M.	Instructional Support Paraprofessional		1.0
Sellers, K.	Instructional Support		.17
Sifuentes, K.	Instructional Support Paraprofessional		1.0
Singletary-Watkins, S.	Instructional Support Paraprofessional		1.0
Spruill, A.	Instructional Support		.50
Steward, B.	Instructional Support		.17
Symmank, J.	Instructional Support		.50
Tamayo, G.	Instructional Support Paraprofessional		1.0
Tottenham, T.	Instructional Support Paraprofessional		1.0
Watson, B.	Instructional Support		.17
Wellman, H.	Instructional Support		.33
Westerlage, H.	Instructional Support		.33

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Williams, J.	Instructional Support		.33
Yates, L.	Instructional Support		1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, Chad	AVID Teacher		1.0
Anderson, Jessica	Instructional Support Paraprofessional		1
Arthur, Meredith	Instructional Interventionist		1
Ausmus, Terry	Instructional Interventionist		1
Black, Lisa	Instructional Interventionist		1
Breese, Kaitlyn	Instructional Interventionist		1.0
Carse, Jennifer	AVID Teacher		1.0
Christina Cavnes	EOC Teacher		1.
Ford, Regina	Instructional Support Paraprofessional		1
Froebel, Susan	Instructional Support Paraprofessional		1.0
Gaines, Sheila	Instructional Support Paraprofessional		1
James, Courtney	Instructional Interventionist		1
LeBlanc, Jenny	Instructional Interventionist		182 1
Loupe, Elizabeth	Instructional Interventionist		1.0
Masiel, Andie	Instructional Interventionist		1
Open Position HS	EOC Teacher		1.
Paul, Mary	Instructional Interventionist		1
Rolla, Angela	Instructional Support Paraprofessional		1
Shumann, Lora	Instructional Interventionist		1
Strait-Biley, Laura	Instructional Interventionist		1
Tucker, Taylor	Math Study Skills		1.0
Westbrook, Kirsten	Instructional Interventionist		1

District Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	4	14			\$0.00
3	2	2			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	4	5			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00
255-Title IIA					183
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Title III Paraprofessionals		\$0.00
1	4	1			\$0.00
1	4	4			\$0.00
4	2	2			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	14			\$0.00
3	4	5			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	4	10			\$0.00
1	4	11			\$0.00
1	4	12			\$0.00
1	4	13			\$0.00
1	4	14			\$0.00
1	4	15			\$0.00
1	4	16			\$0.00
1	4	17			\$0.00
3	1	3			\$0.00
3	4	5			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	2	1			\$0.00
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
4	2	9			\$0.00
4	3	1			\$0.00
4	3	4			\$0.00
5	1	3	Local Funds		\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	ERate Federal Funds and Local Funds		\$0.00
5	2	1	Finance System, Inventory System		\$0.00
5	2	2	Various federal funds and grants		\$0.00
5	2	3	Finance System		\$0.00
5	2	4			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2			\$0.00
3	4	3			\$0.00
4	2	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount ¹⁸⁵
4	1	2			\$0.00
4	2	5			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	4	10			\$0.00
1	4	11			\$0.00
4	1	7			\$0.00
4	2	1			\$0.00
4	2	5			\$0.00

IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	7			\$0.00
4	2	8			\$0.00
4	2	9			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
5	1	1	ERate and Local Funds		\$0.00
5	1	2	Local Funds		\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
2	2	4			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
4	3	2			\$0.00
Sub-Total					\$0.00
287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	12			\$0.00
Sub-Total					\$0.00

Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	15			\$0.00
1	4	16			\$0.00
1	4	17			\$0.00
4	1	6			\$0.00
Sub-Total					\$0.00
Bond					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Dickinson Independent School District

Bay Colony Elementary School

2021-2022 Campus Improvement Plan



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Mission Statement

The Bay Colony Mission Statement

Our mission is to develop academically confident and secure learners who are well prepared and well able to accept any academic coursework or intellectual challenge they may encounter while enrolled at Bay Colony and later beyond the scope of the elementary curriculum. We strive to develop learners who demonstrate respectful interactions in all situations and settings. Our goal is for students to leave Bay Colony Elementary after fourth grade with a strong academic and fine arts foundation. They will be independent thinkers in order to be lifelong learners and problem-solvers and will have positive and collaborative interpersonal skills.

Vision

It is the vision of Bay Colony Elementary School to add value to the lives of our students by creating a learning environment where the curriculum is focused on rigor and relevance, and the instruction is driven by positive relationships.

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Value Statement

Bay Colony values a rigorous and focused academic learning environment. We believe that a rigorous learning environment in a positive relationship based campus culture creates a safe, fun, and engaging learning environment that makes learning the preferred activity for all stakeholders in the Bay Colony community of learners. At Bay Colony we work hard and we make it fun!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bay Colony is one of the 15 campuses in Dickinson ISD. Bay Colony opened in 2001. Approximately half of the students served are from middle income families and the other half are families with some degree of financial hardship. Bay Colony Elementary School serves approximately 700 students in pre-kindergarten through fourth grade including some younger students served through special education.

The student population is approximately 16% African American, 28% Anglo, 48% Hispanic, 4% multi-racial, and 3% Asian. The gender distribution is approximately 50% female and 50% male. We have approximately 60% of students coming from homes with a low socio-economic status and considered economically disadvantaged. The teacher population is approximately 5% African American, 73% Anglo, 0% Asian, and 17% Hispanic. 2% of our staff are male and 98% of our staff are female with an average of 12 years of teaching.

The overall mobility rate for our campus is 20%, with a drop out rate of 0%. The average daily attendance rate for students is 96.0%.

There was a total of 13 disciplinary referrals during the 2021-2022 school year.

Bay Colony serves 194 English Language Learners, 56 students are served through Gifted and Talented, 51 are identified for 504 services, many due to food allergies, and 113 students are served through Special Education Services.¹⁹²

During the 2019-2020 school year we were hit with the Covid 19 pandemic which shut down our school as we knew it traditionally. As we begin 2020-2021 we are modifying and adapting to meet the needs of students both in school and virtually online if they choose not to return in person. The Covid 19 Pandemic, along with many inclement weather days, caused significant delays and interruptions in instruction for students. The effects of these events will be felt for the foreseeable future.

Demographics Strengths

- Bay Colony has a continuously increasing enrollment with many within district transfer requests to attend Bay Colony.
- All teachers are highly qualified
- The population served is diverse.
- Bay Colony has a large parent and community population that wants to participate in school even though we have not been able to allow this due to the Covid restrictions.
- The Bay Colony PTA encourages family involvement through special events throughout the year but is not able to at this time due to Covid 19.

- Teachers have been able to adapt to a new teaching platform (Google Classroom and now Schoology) due to Covid 19.
- All staff members have adapted and have been able to continue to meet and plan through the Zoom platform.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Covid 19 pandemic has altered the way we instruct and interact with students and we will be back to face to face and do our best to make up for lost instruction during distance learning.

Student Achievement

Student Achievement Summary

STAAR Performance Spring 2021

3rd Grade Math	88.5% Approaches	53.12% Meets	22.92% Masters
Reading	87.34% Approaches	50.63% Meets	26.58 % Masters
4 th Grade	75.63% Approaches	54.62% Meets	32.77% Masters
Math			
Reading	61.67% Approaches	26.67 % Meets	13.33% Masters
Writing	50% Approaches	24.17% Meets	2.5% Masters

Bay Colony now also uses MAP data for planning student instruction to best meet individual student needs.

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Student Achievement Strengths

Traditionally, Bay Colony students excel in mathematics and the teachers take pride in an integrated approach to science and math instruction. Teachers frequently teach classes in the science lab and enjoy collaborating through scientific exploration with combined classes.

Students are growing in all academic areas and have scored at or above the same level as their peers on other DISD campuses. Teachers continue to encourage students to read at home and in class through incentive programs.

The school closure has caused many challenges for academic growth. We have provided the best online instruction possible and continue to do so for those families that choose remote instruction rather than returning to the campus for traditional face to face instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our students missed a lot of school and in person instruction. Many students now are struggling with basic reading comprehension and problem solving. We have many students not reading on grade level as we begin the new year.

School Culture and Climate

School Culture and Climate Summary

Bay Colony is a very upbeat campus. We are proud of our positive climate and we welcome all parents and visitors. We have had to modify our campus culture and not allow visitors due to the pandemic but we look forward to inviting visitors back as soon as it is safe to do so. Bay Colony has a well established school wide behavior management plan and students know the expectations. Bay Colony offers support for students struggling with chronic and/or frequent behavior concerns through the behavior coach. The Behavior Coach and ISS Paraprofessional supervise and manage these students in collaboration with each classroom teacher and the administrators.

Professional communication is maintained on the campus through the use of two way radios, weekly bulletins for important information, and continuous posting of campus information on social media. Staff and students report that they feel safe on campus. There are after school and evening programs spread throughout the year such as, Music Programs, and Art Show, Parent/Student PTA activities, plus Math and Literacy Nights, book fairs, and the spelling bee. This culture will shift this year due to the Covid 19 pandemic. We will not have in person music programs or large art shows. We will modify and adjust as we can to continue to grow and foster our culture.

Bay Colony added a Character Buck positive incentive program last year that will be continued this year. Students are rewarded with Character Bucks that get turned in for a weekly drawing for tangible prizes or lunch on the stage, ability to take shoes off in class, etc.... We included a class wide incentive and drawing and each week the winning classes can select additional recess, pop ice, or popcorn for a class reward. Students name that are drawn have their name called over the PA and get excited just to be recognized over the intercom for the school to hear and celebrate. The addition of the Character Bucks and Character reward cart has greatly improved daily student behavior and has resulted in a decrease in office referrals.

Two years ago, we added The Daily Mile. It allows students the opportunity to build stronger relationships among peers and with teachers and to encourage the brain body connection through daily structured activity that lasts less than 15 minutes. We will continue this as we observe social distancing and safety protocols.

Restorative Practices has been instituted at Bay Colony. We are seeing positive results. Teachers report that students are enjoying the components of the program.

Bay Colony teams have been excited to begin implementation of Restorative Practices. Teachers are implementing the tools into daily routines; such as, student selected daily greetings at the door, anchor chart with the class treatment agreement, and informal get to know you questions.

Teachers have committed to doing the circle 3-5 times a week based on grade level. This year we have included Character Strong which includes weekly activities the teachers do with their students. Our focus on social emotional health is stronger than ever.

Restorative practices is a natural fit for our staff to student communication style. We will continue year one implementation this year and look forward to positive behavior and educational outcomes. Two years ago we began our Character Buck and Character Cart incentive program for positive behaviors. From that, we saw a significant decrease in office referrals. We anticipate even greater student response to the positives of the Restorative Practices model.

School Culture and Climate Strengths

- Positive campus climate and culture
- Teams are collaborative and cohesive
- Respect is well established among staff and between the staff and students.
- Families are active at all school events. This will have to be modified due to Covid 19 and safety protocols.
- The staff and the families interact with public social media updates related to campus events and programs.
- Bay Colony PTA is very active and involved each year
- Parent volunteers are active in seeking assistance when necessary such as when they notice the school zone lights not working or any other safety concern.
- Bay Colony continues Character Development into the specials rotation for grades K, 1, and 2.
- Character traits are discussed daily through the morning announcements.
- We have Communities in Schools full time for the first time this year at Bay Colony.
- Our bilingual program is in transition from Early Exit, to Late Exit, to Dual Language One Way and we will be better able to meet the need of all English Language learners.

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The campus has been closed to visitors and we have not had in person parental involvement in person due to Covid. Teachers seem to be very positive but we miss seeing our parents in the building daily. This year we will allow limited visitors on campus for meetings, special circumstances, etc...but we do not feel like it is safe to being open during meal times and for daily walk-ins to class.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Bay Colony has highly qualified teachers and staff who are dedicated to the students and their success.
- 100% of the Bay Colony staff is Highly Qualified.
- 6 full time Instructional Specialists/Coaches on campus. These teachers are all SPED certified and work with our special ed. and at -risk students daily and coach teachers.

Staff Quality, Recruitment, and Retention Strengths

- Bay Colony staff is all highly qualified.
- Bay Colony is dedicated to building collaborative teams so that everyone feels a part and that they are an integral part of the team success.
- Bay Colony uses a committee comprised of a cross section of the campus staff to hire for each position that becomes available.
- The hiring committee establishes a needs profile before interviewing and uses targeted questions consistently with all applicants for each position when possible.
- The new teachers have access to well qualified mentor teachers to help them adjust and grow in their teaching roles.

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): It has been a struggle to hire fully certified bilingual staff for all positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Instructional specialists and teachers have been working with a specialized program to help the planning process to be more effective. The district has provided training and resources to help with implementation.
- Instructional Specialists/interventionists work with teachers and groups of students to maximize student learning.
- Instructional coaches coach teachers to develop greater skills in their content areas and build the capacity of teachers.
- Instructional Specialists and Instructional coaches assist teachers in developing campus based common assessments.
- Teachers and staff use formative and summative assessment measures in instruction.
- Teachers work collaboratively in professional learning communities within the school.
- Following CBA or Benchmark assessments each grade level will work collaboratively on data and discuss student strengths and weaknesses as well as make plans for future instruction.
- Teachers use leveled readers and a balanced literacy approach to teaching reading.
- The specials teachers work with students to develop award winning artwork and exceptional music programs that help students foster a love of school and their participation helps to decrease attendance concerns.
- Art, music, and technology instruction support and extend the classroom instruction.
- PE teaches skills that help students focus on healthy lifestyle and food choices that will benefit them throughout their lives.
- PE offers behavior incentives and fun activities that help to create more interest and excitement in young learners related to school activities.
- Teachers understand that it is expected that all students are able to show at least one year of growth in reading level each school year.¹⁹⁸
- Teams plan together and collaboration is evident in team planning sessions.
- Teachers have greater access to individual devices for students to use to access the internet for research or for using computer software designed for academic growth.
- Bay Colony's student population is growing rapidly and it would be ideal to increase support for instruction in our specials rotation, including the library, by way of additional paraprofessionals.
- Bay Colony will use MAP testing three times a year this year to monitor student growth and plan for instruction based on results.
- Teachers have made the transition to also being able to teach using virtual platforms. They are able to provide effective and engaging instruction to those in school and those in distance learning.

Curriculum, Instruction, and Assessment Strengths

Strengths at Bay Colony are:

- Scores on the last math STAAR Test in third and fourth grade increased. We are working hard to get students back on track following the school closure. There was no STAAR test to compare in 2020 and we will use the 2021 data to plan instruction.
- Shared vision and goal of student success

- Conference periods are 65 minutes in length rather than 45 minutes for increased collaboration.
- Power PLC time to study student data and plan instruction
- Teacher collaboration
- Teaching the district curriculum
- Participation in district staff development
- Teachers reference the TEKS and plan instruction based on the level of rigor of TEKS.
- Teachers are skilled in scanning tests and using Eduphoria to organize and review student data.
- Teacher demonstrate active participation in their grade level/department professional learning communities.
- Teachers have planning resources necessary.
- MAP and MCLASS assessments will help teacher evaluate the needs of students and plan more precisely.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers struggled last year to get data through virtual instruction since it was not clear who was doing the work. In class it is easier to collect accurate measures of success and engagement. With all students returning to face to face instruction we will work to get students caught up to at least grade level in all instructional areas.

Parent and Community Engagement

Parent and Community Engagement Summary

The way that we engage with our parents and community will continue to evolve this year as we navigate public education during a pandemic. We will use the online platforms such as Google Classroom and Zoom to interact and meet the needs of families and engage with the community as we are able.

Parents and community members typically attend campus events when not in this Covid 19 pandemic such as:

- Literacy night - focused on teaching parents how to work with their developing readers to improve fluency and overall reading effectiveness.
- Math night - focused on teaching parents about the new ways we teach math through fun math interactive games and activities that the families play and participate in and can do at home with their children.
- Pre-K/Kinder. Play Date - Before school starts every Pre-K and kindergarten student and their family are invited to come to Bay Colony for a Play Date. Families get to meet the team of teachers, there are no academic expectations, the students and parents spend the time playing games, and getting to know each other in a pleasant, relaxed environment that supports future parental involvement.
- PTA - We have a very active PTA that plans and organizes events for staff, families, students, and the community throughout the year.
- Meet the Teacher - Families visit the school and tour to learn more about the campus and to learn about teacher expectations. We will expand the time opportunity for families to come in to meet their teacher and bring school supplies to provide more social distancing.
- Grade level music programs - families attend a music performance for that grade level. Our attendance is outstanding for each one of our programs for parents and families.
- Art Programs - Families attend an art show of student work.
- We would like to grow in communication with all families at Bay Colony but especially those we are unable to reach due to language barriers. One noted weakness is with our communication with our Vietnamese population.
- Pre-K registration - provide transition support for students and parents as they transition from home to Pre-K and then Pre-K to Kindergarten.

DISD maintains a district website as well as campus websites for all campuses. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 20% of our population speaks Spanish. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

Due to the Covid Pandemic we will modify the ways in which we engage with our families. Traditional engagement strategies and strengths will be modified as the year progresses.

- Excellent parent and community attendance at programs and events as evidenced by sign in sheets and campus activity notices and
- Many families frequently access social media for information about the campus. Our Facebook page is frequently visited.
- Our families use the resources and materials gained from our events to help their children academically.
- Students and families have developed pride in being part of Bay Colony and the programs here.
- Music and art programs are very well attended.
- Parents are able to follow Bay Colony on Twitter and Facebook now.
- Title 1 Parent Meetings, Open house, Meet the Teacher, Pre-K/ Kinder Play Date, Art Shows, Awards, 4th grade Luau, Gator Games Field Day, etc...are all campus programs that bring the families and community to the school and help to establish positive rapport and ties to the school for the benefit of students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We are unable to have parents and visitors on the campus in great numbers now due to Covid 19. We will seek ways to involve and engage parents in campus activities.

School Context and Organization

School Context and Organization Summary

Curriculum Based Assessments (CBA's) are written by the Curriculum Specialists with the input of grade level teachers. Bay Colony is made up of several smaller teams that allow their voices to be heard such as: Instructional Specialist teams, grade level teams, vertical teams, professional learning community teams, and committees. The teachers work in pairs or as triads as their organizational structure of their teams. All grade level teachers have common planning periods and a common lunch period in order to support collaboration and team building. Instructional specialists support students through direct instruction, co-teaching, and modeling instructional strategies for teachers. Administrators work with teams during planning times to help in academic planning and instructional decisions. The master schedule was revised in order to maximize instructional time.

School Context and Organization Strengths

Professional learning community establishment along with common planning times and common lunch times which provide plenty of opportunity for collaboration for teams. Organization of teams and team leaders who collaborate with administrators helps our communication processes. Academic coaches work with teams and team leaders to insure campus expectations are being met at all levels.

All teams are focused on student success and that is our common language on campus.

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Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The way the campus has operated for the last two years has been different. We are working carefully to avoid incidents with Covid 19 and have changed the way our classes are structured.

Technology

Technology Summary

Bay Colony teachers have received laptops for use in virtual instruction and other instructional applications.

Bay Colony also has one computer lab that serve students daily. Classroom all have document cameras and projectors. Teachers have a desktop computer. Bay Colony has increased our number of individual devices (chromebooks) in order to help meet the needs of learners. We consistently add chromebooks and headphones in order to meet the needs of students. Chromebook carts are shared among teams. Bay Colony needs additional hardware and software options to maximize student learning potential.

Technology Strengths

- Document cameras
- Data projectors
- Chromebook carts to share devices among classes.
- The computer lab and the chromebook carts enable our students to have access to a variety of academic related programs and the ability to do focused research for school assignments and projects.
- Teachers are growing stronger in their use of technology and are skilled in using the electronic grade book, the technology in their classrooms, and various related peripheral devices.
- DISD has consistently increased the bandwidth of our server and we are able to adequately support more wifi devices.
- DISD has provided Bay Colony with additional chrome books, headphones, and charging carts in order to meet student needs for increased technology during face to face or remote instruction.

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Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): During the last school year we were lacking devices and now have received more devices and will be better able to meet the needs of students by having more devices for teachers to use with students.

Priority Problem Statements

Problem Statement 1: Our students missed a lot of school and in person instruction. Many students now are struggling with basic reading comprehension and problem solving. We have many students not reading on grade level as we begin the new year.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The Covid 19 pandemic has altered the way we instruct and interact with students and we will be back to face to face and do our best to make up for lost instruction during distance learning.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: During the last school year we were lacking devices and now have received more devices and will be better able to meet the needs of students by having more devices for teachers to use with students.

Root Cause 3:

Problem Statement 3 Areas: Technology

Problem Statement 4: The way the campus has operated for the last two years has been different. We are working carefully to avoid incidents with Covid 19 and have changed the way our classes are structured.

Root Cause 4:

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: We are unable to have parents and visitors on the campus in great numbers now due to Covid 19. We will seek ways to involve and engage parents in campus activities.

Root Cause 5:

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Teachers struggled last year to get data through virtual instruction since it was not clear who was doing the work. In class it is easier to collect accurate measures of success and engagement. With all students returning to face to face instruction we will work to get students caught up to at least grade level in all instructional areas.

Root Cause 6:

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: It has been a struggle to hire fully certified bilingual staff for all positions.

Root Cause 7:

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: The campus has been closed to visitors and we have not had in person parental involvement in person due to Covid. Teachers seem to be very positive but we miss seeing our parents in the building daily. This year we will allow limited visitors on campus for meetings, special circumstances, etc...but we do not feel like it is safe to being open during meal times and for daily walk-ins to class.

Root Cause 8:

Problem Statement 8 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

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- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, 85% of the students will meet or exceed the state and federal passing standards in math, reading and writing. Professional development on TEKS based instruction and early literacy development will be provided in order to engage teachers in content based professional learning.

Evaluation Data Sources: STAAR results and CBA and Benchmark data measures

Strategy 1 Details	Reviews			
Strategy 1: Supplemental Academic Coaches and paraprofessional will support instruction to assist at-risk students. Academic Coaches will - plan, model, observe and evaluate lessons for students at-risk as well as provide interventions for at-risk students. Strategy's Expected Result/Impact: Documentation of academic coach data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices. Staff Responsible for Monitoring: Principal Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Special Programs, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Principal and leadership team will attend seminars with LEAD Partners and Seidleitz Group and train staff on best practices to be used in the classroom. Strategy's Expected Result/Impact: Weekly academic coach meetings, documented. Principal documentation of roll out plan will be shared with teachers and updated during campus staff development and faculty meetings. Staff Responsible for Monitoring: Team Leaders/Dept. Chair Principal Asst. Principal Counselor Additional Targeted Support Strategy Funding Sources: Training for academic coaches, principals, and teachers - 211-Title IA - 211-8-13-107-30-24-6200-DW - \$4,166, - 255-Title IIA, - Local Funding, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will actively participate in PLC meetings that are focused on instruction and student improvement. Special focus will be given to the African American sub-population and our economically disadvantaged sub-population along with special education students. Strategy's Expected Result/Impact: Schedule of PLC meetings, agendas, and sign in sheets. Lesson Plans are collaborative and aligned with TEKS and aligned with Common Assessments and CBA's. Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Team Leaders/Dept. Chair Classroom Teachers Additional Targeted Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Attend on going Reading/Writing, Math, Science, and Social Studies Focus trainings that model research based best practice in those content areas. Strategy's Expected Result/Impact: Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders Staff Responsible for Monitoring: Dir. of Prof Development Academic Coaches Classroom Teachers Assistant Principal Principal Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to train in research based best practice and roll out to all staff to improve student success in all academic subjects. Continue to provide relevant Spanish and English materials to support all language learners. Strategy's Expected Result/Impact: Documentation of training provided. Evidence of practices being used in the classrooms through observations by campus administrators. Higher order thinking skills produced by students on benchmarks and STAAR. Staff Responsible for Monitoring: Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal Additional Targeted Support Strategy	Formative			Summative ²⁰⁹
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources Strategy's Expected Result/Impact: Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders Staff Responsible for Monitoring: Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services Additional Targeted Support Strategy Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: BCES will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Increase in student participation and state test scores Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: All student groups will meet or exceed the state standards set for Math STAAR.

Evaluation Data Sources: STAAR Math Test results and progress monitored through benchmark data review.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to train in research based best practice and implement with staff to improve student success in all academic subjects with a special focus on math. Strategy's Expected Result/Impact: Documentation of training provided. Evidence of practices being used in the classrooms through observations by campus administrators. Higher order thinking skills produced by students on benchmarks and STAAR. Staff Responsible for Monitoring: Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal Additional Targeted Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will analyze data and use it to focus instruction. Coaches will assist teachers through weekly meetings and Power PLC meetings. Strategy's Expected Result/Impact: Benchmark data conferences. AWARE data. STAAR results Staff Responsible for Monitoring: Academic Coaches Classroom Teachers Assistant Principal Principal Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				211
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement both whole and small group math instruction. Strategy's Expected Result/Impact: CBAs, STAR, STAAR, Classroom environment Staff Responsible for Monitoring: Math Curriculum Specialist, Academic Coaches, Principal, Assistant Principal Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: Teams of teachers will collaborate and plan together each week.

Evaluation Data Sources: Lesson plans will serve as an evaluation of the planning along with walk through data.

Strategy 1 Details	Reviews			
Strategy 1: PLC time will be used for teachers, academic coaches, and administrators to engage in planning activities and create lesson plans and weekly assessments . Strategy's Expected Result/Impact: Lesson Plan review, Agendas, notes, minutes. Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators, Curriculum Specialist. Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan together in their teams each week in order to create lesson plans that meet the rigor of the TEK, follow the district curriculum expectations, and meet the needs of the students through various instructional activities and teacher created assessments.. Strategy's Expected Result/Impact: PLC Notes and Lesson Plans Staff Responsible for Monitoring: Academic Coaches, Administrators, Team Leaders Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				
				212

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: Use data to target the specific needs of each ELL student and help him/her advance their English language acquisition.

Evaluation Data Sources: Student writing samples will be monitored, district cba/benchmark tests will be analyzed. Teacher grading and evaluation.

Strategy 1 Details	Reviews			
Strategy 1: All bilingual and ESL teachers will implement the strategies learned in research based training for working with English language learners. The resulting student goal is increased language mastery and academic acquisition for all English language learners. Strategy's Expected Result/Impact: Lesson plans, walk-through data Staff Responsible for Monitoring: Academic Coaches, Administrators Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data to target the specific needs of each ELL student and help him/her advance their English language acquisition so that each ELL student is ready to exit ESL by the end of third grade and can be on monitor 1 status for their fourth grade year at Bay Colony. Monitor year 1 students will then be monitored closely to ensure continued success with curriculum goals. Strategy's Expected Result/Impact: Student writing samples. STAR reading tests and district CBA and benchmark data. TELPAS and STAAR data Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				213
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide additional vocabulary enrichment for ELL students through vocabulary activities using word walls, journal writing, and various teaching activities based on needs observed by classroom teachers. Strategy's Expected Result/Impact: Teacher observations and assessments, district assessment data, TELPAS data. STAAR data Staff Responsible for Monitoring: Academic Coaches, Team Leaders, Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Evaluation Data Sources: Successful completion of programs, Lesson plans, student writing and or projects about career choices.

Strategy 1 Details	Reviews			
Strategy 1: Students will be informed about colleges and technical schools through character development classes and through campus wide initiatives to expose students to information about post secondary educational choices through graphic displays. The lessons will be created on the particular grade level ability and will be shared among the team members. Strategy's Expected Result/Impact: Documented lessons and exposure to content and material related to post secondary education. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Bay Colony will focus on career and college readiness through teaching about colleges and careers, supporting colleges and technical schools through announcement information and celebrations by wearing college/technical school shirts once per month and displaying college and technical school information in a way that catches the students attention. This goal will be met if we consistently expose our students to the values and accessibility of colleges and technical schools for future attendance Strategy's Expected Result/Impact: This goal will be met if we consistently expose our students to the values and accessibility of colleges and technical schools for future attendance Staff Responsible for Monitoring: Academic Coaches, Team Leaders, Administrators in consultation with CATE educators in the district.	Formative			Summative
	Nov	Jan	Mar	June
				214
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 6: Provide great opportunity for relevant learning by providing technology devices for students to use in collaboration with classroom instruction.

Strategy 1 Details	Reviews			
Strategy 1: Provide chrome books or other relative technology device to help student engagement and academic acquisition. Strategy's Expected Result/Impact: CBA data, mandated test scores Staff Responsible for Monitoring: Teachers, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 1: Bay Colony will teach students about basic character values and will teach students about living a healthy lifestyle. Students will be taught about anti-bullying strategies and learn to be aware of bullying and know how to report it.

Evaluation Data Sources: Decrease in behavior complaints by teachers. A 5 percent decrease in office referrals. Fitness Gram data of completion - reports are sent to parents. Participation in campus anti-bullying programs such as Cut the Bull, Toro, counselor lessons. Daily reminders on announcements.

Strategy 1 Details	Reviews			
Strategy 1: Bay Colony has participated in The FundRunners curriculum that teaches character development lessons and encourages students to be active and develop healthy eating habits. Parents involvement encouraged during this program. Strategy's Expected Result/Impact: The FundRunners were on campus for 8 days during this program. They encouraged students each day and helped reinforce positive character traits. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Character development lessons will be provided to students in all grade levels throughout the year. Strategy's Expected Result/Impact: character lesson plans, daily announcement notes, decrease in student behavior concerns. Staff Responsible for Monitoring: counselor, administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 2: Bay Colony will focus on decreasing misbehavior and prevent violence through character education.

Evaluation Data Sources: A decrease in the number of behavior incidents generated by the percentage of Bay Colony students who generate discipline referrals. A decrease in complaints of teasing or bullying.

Strategy 1 Details	Reviews			
Strategy 1: Bay Colony will participate in the No Place for Hate initiative. The campus has been named a No Place for Hate Campus by the Anti-Defamation League and we support Unity against violence through our annual Unity Day Celebrations and Activities. The behavior coach will regularly meet with students struggling with behavior issues in order to prevent further incidents and in order to try to break the misbehavior cycle in students. Strategy's Expected Result/Impact: A decrease in office referrals, a decrease in student complaints of harassment or bullying behaviors. A decrease in the number of students assigned to ISS or OSS. Staff Responsible for Monitoring: Behavior Coach, Counselor, Administrators Funding Sources: - Local Funding, - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators, Counselors, and Specialized Staff will attend conferences on restorative practices and other sessions targeted towards building relationships. Strategy's Expected Result/Impact: Decrease in behavior incidents, increase in relational capacity of all stakeholders. Staff Responsible for Monitoring: Administrators, Counselors, Teachers Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				217
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 3: We will meet the needs of students struggling with dyslexia through research based interventions by staff fulling trained in dyslexia services.

Evaluation Data Sources: Academic performance of students identified with dyslexia will determine our measure of success. Final STAAR Reading and Writing assessments along with district reading assessments will determine % increase in passing scores. Our goal is for a 20% increase in scores for each student identified and receiving dyslexia services each year.

Strategy 1 Details	Reviews			
Strategy 1: Students qualifying for dyslexia services will receive direct services from a highly trained teacher in order to help students gain academic competencies. Strategy's Expected Result/Impact: Increase in student academic performance. Staff Responsible for Monitoring: Dyslexia professional, SIT Chairperson, Assistant principal Funding Sources: - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train additional staff in dyslexia intervention. Strategy's Expected Result/Impact: District level training sign in sheets, documented services provided to students with dyslexia. Staff Responsible for Monitoring: Administrators Funding Sources: - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				218
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 4: Bay Colony will meet the needs of students in regard to suicide prevention and eliminating self-harming behaviors.

Evaluation Data Sources: Bay Colony will provide immediate services for any student expressing desire or thoughts about self-harm or self-harming behaviors. The counselor will counsel immediately with students, sign a compact with them, and confer with parents including follow up to the initial conversation.

Strategy 1 Details	Reviews			
Strategy 1: Bay Colony has a risk assessment process that consists of confidential communication with the student making the outcry, a staff member trained in completing risk assessment documentation, and parent notification. A structured document is used called Student Risk Assessment Form. The risk assessment form has various questions to rate the risk of potential self-harm, and documentation of parent contact. This form is completed any time there is a student outcry. Trained staff counsel with the student and contact the parents/guardians. Strategy's Expected Result/Impact: Documentation of Risk Assessment Form completion with notes related to parental contact. Parent signatures on all forms that indicate a higher risk of self-harm. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students making an outcry and scoring in the High Risk or Moderate Risk range for self harming behaviors will remain with the counselor or administrator until the parent/guardian can come to the school to review the information. Each time a student risk assessment form is completed the Principal is consulted and the administrative team assists in parental contact if necessary. Parents are notified immediately and the student is never left alone. If a parent is not available or refuses to address the need the school resource officers are notified along with necessary outside agencies. Strategy's Expected Result/Impact: Student risk assessment documentation review. Counselor follow up documentation after the initial risk assessment is completed. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				219
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 5: Bay Colony daily student attendance rates will increase by 1%.

Evaluation Data Sources: Weekly attendance rates will be reviewed and compared to determine increase and success in our goal.

Strategy 1 Details	Reviews			
Strategy 1: Increased attendance will be encouraged through announcements and incentives. Strategy's Expected Result/Impact: Increase in daily attendance rates. Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 6: Bay Colony will meet the needs of students by providing anti-victimization training that is required by Erin's Law to all students.

Evaluation Data Sources: Outside staff from agencies will provide appropriate training to all students and will host a family night to discuss the program and to answer any parent questions.

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 1: Bay Colony will present information and support programs that teach about college and career opportunities.

Evaluation Data Sources: Exposure through consistency of the presentation of college and career readiness information will be our evaluative measure. If we consistently expose the students to these materials and activities throughout the school year we will have met this goal.

Strategy 1 Details	Reviews			
Strategy 1: Bulletin boards and displays will be on display as a graphic aid in teaching students about career and college choices. Strategy's Expected Result/Impact: Visual graphic displays Staff Responsible for Monitoring: Team Leaders, Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Career day will teach students about a variety of career options available in their future. Parents and community members will visit the campus and teach students about various careers. Strategy's Expected Result/Impact: Successful career day during May during Spring Training Camp Week. Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 2: Teachers will meet with parents to confer about academics and general school progress to encourage increased support from home and to increase the school/home bond.

Evaluation Data Sources: Successful documented conferences between teachers and parents.

Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to meet with teachers during the designated parent/conference day to discuss academic progress of students. Teachers will confer with parents on a regular basis regarding student progress and academic needs. Strategy's Expected Result/Impact: Sign in sheets and conference notes Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will document conferences and will maintain documentation of home and school communication through a take home folder system and/or teacher call logs and records. Strategy's Expected Result/Impact: Signature pages from planners, parent communication documentation from teacher logs and notes. Staff Responsible for Monitoring: team leaders, academic coaches, administrators Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 3: Staff will help the student transition process between home and Pre-K, Pre-K and Kindergarten, Fourth grade to middle schools, and between elementary grade levels.

Evaluation Data Sources: Participation and parental involvement during the Pre-K/K play date, participation in the transition activities to the middle school.

Strategy 1 Details	Reviews			
Strategy 1: Students and their families will be welcomed to the campus before they are expected to participate in the next school year. Visits to Pre-K will be encouraged. Strategy's Expected Result/Impact: Parents bringing students to visit the Pre-K classrooms before they begin the Pre-K year. Staff Responsible for Monitoring: Teachers, Counselor, Academic Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Pre-K and Kindergarten will host a Pre-K and Kindergarten Play Date before the school year begins. Strategy's Expected Result/Impact: Participation in the Play Date before the school year begins. Survey of the parents participating vs. parents not participating to determine impact on student transition. Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrator Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will hold parent conferences in the fall to discuss and review with the parent their child's academic progress for the school year. Teachers will keep parents updated throughout the school year with phone calls and emails on their child's progress. Strategy's Expected Result/Impact: Sign-in sheets of parent attendance at conferences. Documentation of phone and email messages to parents. Classroom newsletters, email sent to parents. Increased parent awareness and involvement in their child's academic instruction evidenced through parent surveys. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
				224
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Bay Colony has created an interview team in order to have a representative from each grade level or department of the campus so that each potential candidate can be considered from the various viewpoints of different staff members.

Evaluation Data Sources: Success and retention rate of new teachers.

Strategy 1 Details	Reviews			
Strategy 1: Campus cross section interview committee will be created to select the candidates most appropriate and highly qualified instructors and paraprofessionals for our campus. Strategy's Expected Result/Impact: New teacher observations Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. Strategy's Expected Result/Impact: Documented meetings, trainings, and classroom observations provided by Director of Pro. Dev. Small turnover rate of staff. Staff Responsible for Monitoring: Dir. of Prof Development Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Any teachers hired during the year who is not highly qualified will be given opportunities to attend trainings, prepare for certification test, or be assigned to a highly skilled mentor teachers who will assist them as they prepare to become highly qualified. Strategy's Expected Result/Impact: Certificate from trainings attended, sign-in sheets of trainings attended, and documentation of meetings with support mentor. Completion of certification testing completed, passed and registered with SBOEC. Staff Responsible for Monitoring: Director of Human Resources, Principal Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Bay Colony will work with other district departments to maintain all aspects of our campus such as maintenance, technology, transportation, nutrition services, etc...

Evaluation Data Sources: Successful completion of projects, work orders, etc... in a timely manner.

Strategy 1 Details	Reviews			
Strategy 1: Maintenance needs will be reported to the campus secretary in a timely fashion. She will complete the necessary district work orders. Strategy's Expected Result/Impact: Successful completion of tasks necessary for campus to operate smoothly. Staff Responsible for Monitoring: Secretary and Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Work orders are generated as soon as a need is noted. Things are fixed, repaired, or replaced in a timely manner to keep the campus operating optimally. Strategy's Expected Result/Impact: Repairs are made in a timely manner and will be prompted through work orders. Work order records are evidence that work orders have been submitted for any repairs that are necessary. Staff Responsible for Monitoring: Secretary and Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Bay Colony will increase technology for the benefit of students through teacher and staff development as well as for working with small groups of students.

Evaluation Data Sources: Component installation and subsequent teacher/staff use.

Strategy 1 Details	Reviews			
Strategy 1: A computer and data projector will be installed in the conference room in order to meet these needs for streaming instructional materials or discussing and reviewing training or teaching documents. Bay Colony is the first campus to have this type of short through interactive data projector to use with groups of staff or students and we will be trained to effectively use it. Strategy's Expected Result/Impact: Hardware and software installation and availability for teacher use. Staff Responsible for Monitoring: Principal, Director of Technology Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 3: Technology will be used as a tool for working with our students and families as we are able to create programs and performances for students and families to encourage participation on campus.

Evaluation Data Sources: Use of newer technology will help our fine arts students perform to their maximum potential following final installation

Strategy 1 Details	Reviews			
Strategy 1: Work with the technology to design the best configuration of audio equipment to best meet our students needs during campus student performances. Strategy's Expected Result/Impact: Completion of the installation and successful use of the equipment for student productions. Staff Responsible for Monitoring: Principal, district technology staff Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Personnel for Bay Colony Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.07
McMahon, K	Instructional Support		1.0
Mosis, K.	Instructional Support Paraprofessional		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, J	Instructional Support Paraprofessional		1.0
Froebel, S.	Instructional Support Paraprofessional		1.0

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training for academic coaches, principals, and teachers	211-8-13-107-30-24-6200-DW	\$4,166.00
1	1	6			\$0.00
Sub-Total					\$4,166.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
2	2	1			\$0.00
2	5	1			\$0.00
3	2	2			\$0.00
3	3	2			\$0.00
4	1	3			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00

Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$4,166.00

Addendums

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AVID Schoolwide College Readiness Goals 2020-2021

I. Instruction

Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All

II. Systems

Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis

III. Leadership

Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.

IV. Culture

Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	A. Writing Process: Ensure students in grades 3 and 4 routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing, or editing, and publishing) and produce a final product at least 1x each nine weeks.						
		Progress				Responsible	Evidence
	Actions						
	1) PD for teachers on the Writing Process at grade 3—ensure common understandings and expectations					Katherine McMahon, Heather Petway & Irene Abercrombie; AVID Site Team	Artifacts of learning 235
	2) Ensure Writing Products/Process lessons and experiences are planned within grade level PLC each nine weeks.					Team Leaders & Coaches	Artifacts of learning
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.					Amy Smith & Regina Collier	Teacher reflections; teacher feedback
	4) Adapt process for including writing samples in writing portfolios in grade 3 + 4.					Katherine McMahon, Heather Petway & Irene Abercrombie	Writing Portfolios/artifacts
	5) Implement Publishing Parties and publishing displays for grade3 and 4 writing products.					Katherine McMahon, Heather Petway & Irene Abercrombie	Public writing displays for grade 3 and 4; Publishing Parties

Progress Measures: (➔) Not Started; (□) In Progress; (□) Good Progress; (□) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	B. Collaboration: AE Students routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g.....)						
		Progress					
	Actions					Responsible	Evidence
	1) Create a vertical articulation of collaboration expectations and models for grades PK-4.					Irene Abercrombie & Ginny Canales; AVID Site Team	
	2) PD for teachers on student collaboration at all grades —ensure common understandings and expectations					Irene Abercrombie & Ginny Canales; AVID Site Team	236
	3) Ensure Collaboration strategies are planned within lessons at each grade level within the PLC.					Team Leaders and Coaches	
	4) Establish professional learning walks—real time or virtual—to provide feedback for implementation.					Amy Smith & Regina Collier	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

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Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	C. Collaboration: AE Students in at least 1 grade levels routinely use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)						
					Progress		
	Actions					Responsible	Evidence
	1) PD for teachers on student ICT collaboration tools and strategies to ensure common understandings and expectations					Irene Abercrombie, Becky Snyder, & AVID Site Team	
	2) Ensure ICT Collaboration strategies are planned within lessons within the PLC.					Team Leaders and Coaches	237
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.					Amy Smith & Regina Collier	

Progress Measures: (➔) Not Started; (□) In Progress; (▢) Good Progress; (■) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	D. WICOR: The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.						
	Progress						
	Actions				Responsible	Evidence	
	1) PD for teachers on student WICOR framework and strategies to ensure common understandings and expectations				Julie O'Gea & Julie Abram; AVID Site Team	238	
	2) Establish connection within PD between current practice/instructional strategies and connection to WICOR.				Julie O'Gea & Julie Abram; AVID Site Team,		
	3) Create visuals/displays/anchor charts to enforce connection between current practice and connection to WICOR.				Julie O'Gea and Amy Smith		
	4) Ensure WICOR strategies are planned within lessons within the PLC.				AVID Site Team		
	5) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model WICORized lessons and planning.				Amy Smith & Regina Collier		

Progress Measures: (➔) Not Started; (□) In Progress; (□) Good Progress; (□) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	E. Higher Level Thinking: AVID Elementary students in 1 grade level actively participate in questioning using Costa's Levels of Thinking during class lessons, discussions, and problem-solving.						
	Progress						
	Actions				Responsible	Evidence	
	1) PD for teachers on Inquiry and Costa's Levels of Thinking strategies to ensure common understandings and expectations				Fran Heilker & AVID Site Team	239	
	2) Ensure inquiry strategies according to Costa's Levels are planned within lessons within the PLC.				Team Leaders and Coaches		
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model inquiry and Costa's Levels of questioning within lessons and planning.				AVID Site Team; Campus Admin		

Progress Measures: (➔) Not Started; (□) In Progress; (□) Good Progress; (□) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

SYSTEMS							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
GOAL	A. SITE TEAM: The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.						
	Progress						
	Actions				Responsible	Evidence	
	1) Establish AE Site Team membership that includes campus representation from all grade levels and leadership positions.				Amy Smith & Julie O'Gea	240	
	2) AE Site Team will collaborate and develop Site Plan for implementation.				AVID Site Team; Julie Abram		
	3) AE Site Team will meet quarterly to review implementation progress and set action goals for future work.				Julie O'Gea; AVID Site Team; Julie Abram		

Progress Measures: (➔) Not Started; (□) In Progress; (□) Good Progress; (□) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	B. Instructional Methods: The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.					
		Progress				
	Actions				Responsible	Evidence
	1) Develop plan for instructional PD to support instruction in Collaboration, ICT for Collaboration, WICORized lessons, and Inquiry strategies.				Julie O'Gea & Regina Collier	241
	2) AVID Site Team participates in AVID Communities of Practice through the year to continue AVID learning.				Ginny Canales	
	3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus. a. Writing To Learn (Katherine McMahon) b. Inquiry (Fran Heilker) c. Collaboration (Irene Abercrombie) d. Organization (Leslie Suttle) e. Reading to Learn (Ginny Canales & Heather Petway) f. AVID Weekly (Ginny Canales & Heather Petway) g. Learning Walks (Amy Smith, Regina Collier & Julie O'Gea) h. College & Career Awareness (Becky Snyder & Brook DeMartino) i. College-Going Culture (Veronica Batson)				Julie O'Gea	

Progress Measures: (➔) Not Started; (□) In Progress; (□) Good Progress; (□) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

LEADERSHIP								
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>								
GOAL	A. SLT + AVID SITE TEAM: The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID.							
	Progress				Responsible		Evidence	
	Actions							
	1) AVID Site Team and SLT collaborate on AVID Site Plan development and implementation.				Amy Smith & Julie O'Gea			
	2) Ensure AVID Site Team composition includes SLT Representation.				Amy Smith & Julie O'Gea		242	
	3) Plan regular meeting between AVID Site Team and SLT to discuss implementation progress (at least 3x per year).				Amy Smith & Julie O'Gea			

Progress Measures: (➔) Not Started; (□) In Progress; (▢) Good Progress; (■) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

LEADERSHIP						
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>						
GOAL	B. MISSION + VISION: The School's mission and vision are aligned with AVID's mission and vision for students on their path to college and career readiness; mission and vision are communicated to stakeholders.					
	Progress					
	Actions				Responsible	Evidence
	1) Work with SLT + AVID Site Team to articulate campus expectations for student success and campus purpose.				Amy Smith	243
	2) Work with CIC to write updated mission statement.				Amy Smith & Julie O'Gea	
	3) Work with CIC to write updated vision statement.				Amy Smith & Julie O'Gea	

Progress Measures: (➔) Not Started; (□) In Progress; (□) Good Progress; (□) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O'Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

CULTURE							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
GOAL	A. COLLEGE DISPLAYS + TALK: The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.						
	Progress						
	Actions				Responsible	Evidence	
	1) Create public displays throughout the campus that promote college-going culture and opportunity awareness for all students.				Julie O'Gea & Amy Smith		
	2) Organize guest speaker/virtual college field trip opportunities for students to promote opportunity awareness.				Julie O'Gea & Katherine McMahon		244
	3) Implement College Shirt Day				Amy Smith		
	4) Provide college promotion/opportunity awareness through weekly/daily announcements.				Amy Smith		
	5) Provide opportunities for career exploration for all students.				Irene Abercrombie, Becky Snyder and Brook DeMartino)		

Progress Measures: (➔) Not Started; (□) In Progress; (□) Good Progress; (□) Completed

Dickinson Independent School District

Calder Road Elementary School

2021-2022 Campus Improvement Plan



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Mission Statement

It is the mission of the Dickinson Independent School District and Calder Road Elementary to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives.

"At Calder Road Elementary all students will exhibit good character and be proficient or Advanced in Reading, Writing, and Math"

Vision

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Calder Road Elementary is a learning institution where all adults and children feel free to take risks and we all learn something everyday from our successes and from our failures.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Calder Road Elementary
Needs Assessment for 2020-2021
BASED ON 2019-2020 DATA

Committes met remotely between May 1st and May 15th. CBA and Benchmark data from March was used for the needs assesement.

Our main areas of focus for the 2019-2020 school will be:

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1. Parental Engagment and Digital Learning
2. ELL Literacy
3. Literacy in all sub populations
4. Literacy in students with disabilities
5. Academic and social growth in all students
6. Bilingualism, Biliteracy, and Biculturalism through a dual language program
7. Technology

At Calder Road Elementary all of our students will exhibit good character and be proficient or advanced in Reading, Writing, and Math.

Calder Road Elementary Comprehensive Needs Assessment for 2020-2021

School Demographics:

Calder Road Elementary is one of 12 campuses in Dickinson Independent School District. We opened the doors in August of 2010. Calder Road Elementary

serves students in grades PK-4. Our enrollment ending the year 2019-2020 is 664.

Student Total	664	100%
Early Education Grade	18	2.71%
Pre-Kindergarten Grade	42	6.33%
Kindergarten Grade	128	19.28%
1st Grade	106	15.96%
2nd Grade	128	19.28%
3rd Grade	118	17.77%
4th Grade		

Ethnicity

Hispanic-Latino [263](#) 39.61% Race American Indian - Alaskan Native [3](#) 0.45% Asian [19](#) 2.86% Black - African American [117](#) 17.62% Native Hawaiian - Pacific Islander [2](#) 0.30% White [242](#) 36.45% Two-or-More [18](#) 2.71%

The staff population is 3% African-American, 76% Anglo, 2% Asian, and 20% Hispanic, and 2% male and 98% female with an average of 11-20 years of experience. The current teacher/student ratio is 20. This ratio is a decrease over the previous school year.

Student by Program (2019 - 2020 Summer PEIMS file loaded 05/27/2020)	Count	Percent
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	325	48.95%
Reduced Lunch Participation	37	5.57%
Other Economically Disadvantaged	9	1.36%
Gifted and Talented	42	6.33%
Special Education (SPED)	110	16.57%
Title I Participation	664	100.00%
Pregnancy Related Services	0	0.00%
Homeless Statuses		
Homeless Status Total	9	1.36%
Shelter	2	0.30%
Doubled Up	7	1.05%
Unsheltered	0	0.00%
Hotel/Motel	0	

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The overall mobility rate for the campus is approximately 19%. The average daily attendance rate for students is 96%. The average daily attendance rate for staff is 96%. There were a total of 25 documented discipline referrals this year, which is a decrease of 70 from last year.

Special Services (2019 - 2020 Summer PEIMS file loaded 05/27/2020)			Count	Percent
Instructional Settings				
Speech Therapy			77	11.39%
Homebound			1	0.15%
Hospital Class			0	0.00%
Resource Room			7	1.04%
VAC			0	0.00%
Off Home Campus			0	0.00%
State School			0	0.00%
Residential Care			0	0.00%
Self Contained			18	2.66%
Full-Time Early Childhood			18	2.66%
Mainstream				

Other Student Information (2019 - 2020 Summer PEIMS file loaded 05/27/2020)			Count	Percent
Economically Disadvantaged			371	55.87%
Title I Homeless			0	0.00%
Limited English Proficient (LEP)			108	16.27%
Migrant			0	0.00%
Military Connected			35	5.27%
Foster Care			5	0.75%
Section 504			36	5.42%
Intervention Indicator				

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Campus Programs

English Language Learners

Calder Road Elementary serves ELL students through both ESL and bilingual programs. Our students who qualify for the bilingual program have been a part of the DISD late exit program. Students starting Kindergarten in 2019-2020 will begin the dual language one way program. All teachers at CRES are certified to teach ESL students. Additionally, each grade level has one teacher designated to instruct our bilingual students. We also have a bilingual paraprofessional who provides support in primary grade levels. At Calder Road Elementary, we have a designated LPAC teacher representative who monitors the progress of our English learners along with campus administrators. Our ELL students participate in TELPAS, the state adopted language proficiency assesment, and ITBS testing

each year. For the 2019-2020 school year we will begin the one-way Dual Language program in our Kindergarten bilingual classroom. CRES will not have a bilingual interventionist or a bilingual instructional coach.

GT Program

Calder Road Elementary's Gifted and Talented program serves 7% of the students on our campus. These students are able to perform academically several grade levels above their enrolled grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades 1-6 are served in designated cluster classrooms by teachers who have at least thirty hours of professional development in gifted and talented instructional strategies. In addition, Calder Road pulls gifted students daily for a PRIME TIME enrichment group which is designed to engage students at the higher cognitive levels and allow them time to work on project based learning. These students are also provided an additional field trip experience.

504 Programs

Section 504 is a part of the Federal Civil Rights Anti-Discrimination legislation of 1973. Discrimination is defined as "No qualified individual with a disability shall, solely by reason of his or her disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance.

Section 504 covers any person who has a physical or mental impairment which substantially limits one or more major life activities, or has had a record of such impairment, or is regarded as having such impairment. Major life activities include hearing, speaking, learning, working, performing manual tasks, caring for oneself, walking, seeing or breathing. Once students qualify for section 504, they will receive accommodations in the least restrictive environment (general education classroom) that the committee has agreed upon. The committee consists of an administrator, campus 504 coordinator, classroom teacher, parent and other possible candidates. The committee meets at least one time per year to discuss progress and monitor student's growth. The student continues to qualify as a student under 504 until he/she no longer needs the services or until it is decided further assistance is needed.

Special Education Program

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Special programs services at Calder Road Elementary are SAILS, PPCD, and TIDES, as well as mainstreamed students with needs ranging from academic learning disabilities to students with deficiencies in fine/gross motor skills and other health impairments. Students with inclusion support and IEPs will be serviced by academic coaches in the general education classroom. The SAILS program primarily focuses on students with Autism spectrum disorder and the specific needs of those students to better integrate socially and behaviorally in the general education population. Additionally SAILS teachers assist students identified as intellectually disabled or severe ADHD learn appropriate social skills as well as provide academic support for grade level TEK(s). The TIDES classroom services first through fourth grade students who are identified as intellectually disabled as well as severe physical disabilities which require intensive care throughout the day. The TIDES classroom focuses on pre-TEK skills as well as alertness and tactile learning including vocalization, eye contact and physical response to stimuli. Based on ongoing reading and STAAR data Reading scores with Special Education students remains a focus at CRES.

Demographics Strengths

- All subpopulations are represented at CRES
- Our parent engagement data and parent feedback from our end of year survey tell us that parents of all backgrounds are represented at school and at our of school activities.

- English language learners continue to show growth throughout the school year in reading levels.
- Math score is all demographics meet or exceed state averages and the data shows that all demographic areas continue to grow yearly.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English language learners on grade level reading levels are lower than non ELL peers. **Root Cause:** Students in 3rd and 4th grade participated in the early exit model.

Student Achievement

Student Achievement Summary

Due to school closure we used the following data to create needs assesment:

- Teacher observation during school closure through virtual learning
- Performance level descriptors
- March data that included reading levels and CBA/Benchmark data

When students return we will use teacher observation and running records to begin teaching students where they are. A series of informal, authentic assesment will lead the instruction in each classroom.

Student Achievement Strengths

Analysis of 2019-2020 Student Achievment indicates:

Students in all grade levels grew according to their reading but we still had the following percentage of students below reading level in March

-K-9 %

253

1st-20%

2nd-19%

3rd-30%

4th-30%

Every student at CRES showed growth between August and March.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Overall reading levels and 3rd grade STAAR scores have decreased in the 18-19 school year. **Root Cause:** Increase in student with disabilities which shows as overall decrease.

School Culture and Climate

School Culture and Climate Summary

Committee #7 School Culture and Climate:

Members of the committee were:

Shelley Shaw, Alex Hernandez, Laura Brondo, Jazz Kristensen

School Culture and Climate Summary: According to our staff survey, Calder Road faculty feels safe and supported by the administrators. Our parent surveys also indicate that parents are pleased with the procedures and protocols of our campus and that there is strong community support for our school. (see survey results)

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Suggestions were made on how to improve parent communication.

We include regular fire and lock-down drills into our schedule and review the process to ensure that all staff is aware of campus procedures. The Student Council, “No Place for Hate” Student Committee and The Gator Aid, students all contribute to a sense of pride and ownership in our campus culture.

School Culture and Climate Strengths:

- There are measures and procedures in place to ensure the safety and well-being of students and staff. Students and staff report feeling safe while on campus. The staff, students and community express that Calder Road is a beautiful, modern, well-maintained campus which continues to expand our technology and support for teachers and students. Fire Drills, emails to parents, lock-downs and shelter in place drills are all performed on a consistent basis.

The campus provides several bullying prevention strategies each year. At the beginning of the year, students take a pledge not to bully. Additionally, we provide multi-cultural awareness programs, incorporate anti-bullying read alouds, watch videos on bullying, and include Bullying Incident Reports to allow students to report any bullying they experienced or witnessed. Every Incident Report is thoroughly investigated and an appropriate resolution is sought for each student and situation. Students have shown a positive response to the various anti-bullying strategies utilized at our campus. Calder Road is designated a “No Place for Hate” campus. Students participate

in weekly character education through a school wide program.

- Third and fourth grade students participate in the CRES Robotics. These students not only work with teachers at our campus but are also involved in area wide competitions.
- Calder Road faculty continues to increase parent communication about classroom, campus and area events. We send our weekly newsletters to inform parents about curriculum focus, tips for helping students as well as other upcoming programs. Additionally, the Principal sends out school-wide emails to parents and the community to share updated information, school events and district news to all our campus stakeholders.
- Our Positive Behavior Committee implemented a campus-wide financial literacy system which allows students to earn and save money based on Calder Road behavior expectations, effort, character traits and attendance. Our Gator Bucks General Store has been very successful and has motivated our students to want to earn Gator Bucks throughout the day.

School Culture and Climate Needs:

- We will continue to refine our discipline and behavioral procedures and interventions. We will work to include more restorative discipline strategies into our code of conduct consequences.
- Our behavioral coach will continue to work with both teachers and students to help teach intervention strategies and appropriate behavior choices. We want all student to grow and learn the social skills needed to be successful in all situations.
- Our counselor will seek out additional research-based programs to help teach and reinforce positive behavioral choices for students and aid in teaching problem-solving strategies and socially appropriate interpersonal relationship skills.

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*SEE STAFF SURVEY**

School Culture and Climate Strengths

- There are measures and procedures in place to ensure the safety and well being of students and staff. Students and staff report feeling safe while on campus. There is also an expressed belief that the school is beautiful, modern, clean, well maintained, and contains modern technology. Fire drills, emails to parents, lock-downs and shelter in place drills are all performed on a regular basis
- One netry point is monitored at all times, all exterior doors are lovked, and the school camera system is operational.
The campus provides several bulling prevention strategies each school year. Students take a pledge to not bully, participate in multi-cultural awareness programs, listen to read alouds on bullying, watch videos on bullying, and are encouraged to fill out a bullying report to end any bullying they are experiencing or witnessed. We receive several bullying reports each week and they are thoroughly investigated and handled swiftly and appropriately. Students have shown a positive response to the various anti- bullying strategies utilized at our school. CRES is a designated "NO PLACE FOR HATE CAMPUS". Students participate in weekly guidance lessons and in weekly character lessons through a school wide program. Students also receive weekly character lessons while teachers are collaborating with their Professional Learning Communities one day a week for one

hour.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Surveys and sign in sheets indicate that parents involved are not ELL parents or parents that have students in one of the special education programs **Root Cause:** No special meetings for parents in other programs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100 % staff is highly qualified and our turn over rate is minimal. Teachers are leaving to become administrators and instructional coaches. It is important to retain excellent teachers through up to date training and ensuring they have autonomy.

We will continue to recruit and retain highly qualified teachers at Calder Road Elementary. Our main focus is to maintain our teachers. We will focus our teacher retention plan on providing relevant Professional Development that individual teachers have requested based on their needs. We will also provide real time coaching and PD during the school day. At Calder Road Elementary we continue to use the mentors to support the new teachers. We also plan and schedule learning walks for all teachers every 9 weeks. First year teachers are a part of the District Protege Program and second year teachers are a part of the District group called "Navigators" that meet on an ongoing basis. As per our TAPR report our years of experience in teachers indicates that we are retaining teachers.

Staff Quality, Recruitment, and Retention Strengths

We have hired 3 new teachers for the 2020-2021 school year due to retirement and relocation. We have hired 1 protege for the 2020-2021 school year and we will continue to support our 2nd year teachers.

Instructional coaches provide real time coaching and feedback for teachers with less than 5 years of experience. Over the past 5 years all but one teacher has stayed and experienced academic success with students.

We will continue to provide the baseline training for all new teachers.

Writers' Workshop and Unity of Study (K-4) in house and through a home grown institute

Balanced Literacy training (In house)

LEAD4WARD

TAGT

Restorative Practices

Seidlitz Training

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A committee of teachers and specialists develop the curriculum used throughout Dickinson ISD. These professionals use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as an outline when writing curriculum. In addition to the curriculum, this committee also provides teachers with a year-at-a-glance outline and pacing guide for instruction. Team leaders and academic coaches collaborate with both the specialists and their teams of teachers to plan daily lessons and common assessments based on the TEKS and data from daily activities, common assessments, and CBAs. Curriculum is reviewed and updated each summer.

Gifted and Talented students also complete a Texas Performance Standards project each year and the GT certified teachers enrich student through a variety of differentiated activities and lessons. Our GT model is the GT class cluster model. GT teachers will have the opportunity to collaborate with other GT teachers in the district.

Calder Road Elementary's grade level teachers, administrators, and instructional coaches meet twice a week to plan engaging lessons based on the District scope and sequence. They use data and LEAD4WARD resources to plan lessons for the upcoming week. They also meet during the week to change lessons based on formative data. The 7 steps of Language instruction and instructional playlist (LEAD4WARD) are embedded into lessons.

Teams use data on an ongoing basis to plan prime time (daily intervention) and specific resources are used. Below is a list of specific interventions used in our RTI program.

LLI

Prodigy

Reading readiness

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The teams ensure that all standards are being addressed including process and readiness standards.

Curriculum, Instruction, and Assessment Strengths

Teachers analyze previous data at every lesson planning time. Our focus this year is to explicitly teach the process standards. Teachers are using LEAD4WARD field guides and Student Learning reports to guide their planning and to reflect on engaging lessons. Academic Vocabulary is taught through the engaging lesson through the LEAD4WARD format. We participate in the LEAD4WARD webinars to increase productivity of planning times with Professional Learning Communities. Teachers share the data and ask teachers with higher scores how they taught specific skills and they discuss how to improve on instruction. Teachers of all grade levels and experiences go on "Learning Walks" where they watch other teachers teach skills relevant to their instruction. Professional Learning time is dedicated for teachers to looking over formative data (common assessment) and make instructional changes and regroup students for interventions and enrichment.

Teachers have a designated time once a week to meet as a Professional Learning Community to look over common assessment and data. Students are pulled during "prime time" by academic coaches while the classroom teachers are providing intervention and enrichment. At this time our Robotics club also meets. Academic Coaches serve as interventionists while teachers guide TEK based enrichment groups. Data is collected from the intervention groups which run on a 4 week cycle and that data is used for progress monitoring and to plan instruction for the next 4 weeks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Data at the "Masters Grade level" has remained stagnant over the past 3 years. **Root Cause:** Teachers need more differentiation at the higher level of student performance. Students need more enrichment opportunities in the classroom and school setting.

Parent and Community Engagement

Parent and Community Engagement Summary

Throughout the year, Calder Road hosts many meaningful activities which support student learning and community involvement. Some of the activities include Pre-K and Kindergarten Roundup, Parent Orientation, Open House, Literacy Night, College and Career Day, College Tailgate Night, Winter Wonderland, Spring Family Dance, Math Night, GT Project Fair, grade level music programs, and Field Day.

Our counselor provides support and services for our Calder Road families throughout the year. Her programs include Backpack Buddies (food is sent home each week for needy families), clothing donations, providing school supplies, counseling groups targeting specific needs, financial literacy program through the Gator Store and character education guidance lessons.

Additionally, our PTO has worked to include more opportunities for parents to volunteer during the school day. Our monthly Popcorn Fridays, Winter Wonderland, Spring Dance, WATCHDOGS and PTO meetings allow parents to be actively involved throughout the year. Our goal is to continue to increase our communication with our parents and the Calder Road community. We want each event to help create partnerships for student academic achievement. Each parent should have a voice in their student's education and help to create individual academic success.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

- Parents and community feel safe and welcomed according to surveys
- Parents voice their concerns and give feedback for improvement and for celebrations
- Parent involvement is high at all events and during the school day (At least 75 % of each class is represented)
- Literacy Night
- Math Night
- Tailgating Night
- Veterans' Day Program
- Career Day
- Thanksgiving Luncheon

- Open House and Parent Orientation
- - Campus events throughout the year which encourage parent and community participation.
 - Family support services provided through our counselor
 - Parent surveys to provide opportunities to voice concerns and feedback for improvement
 - Community partnerships with local businesses and organizations.
 - PTO involvement in our campus activities.
 - Administration call outs and emails
 - *ALL EVENTS TENTATIVE DUE TO COVID 19 SAFETY MEASURES*

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): ELL parent engagement is low **Root Cause:** Many parents do not have transportation during the school day

School Context and Organization

School Context and Organization Summary

Dickinson ISD has organized curriculum into a district-wide scope and sequence (placemats) which allow students who move between campuses within the the district to be at the same objective of study in the core subject areas. At Calder Road, we stagger both school day and extracurricular events in such a manner that allows parents to attend several events in a day if they have more than one student on the campus.

Teacher leaders are also involved at the district level to collaborate and plan the district curriculum guide and yearly scope and sequence. Grade level teams use the district scope and sequence to plan instruction on a weekly basis. In addition, campus administration and grade level representatives meet continuously to ensure curriculum and strategies are vertically aligned from one grade level to another.

As a campus, we strive to create and implement schedules at the beginning of the year which give each subject the appropriate allotted time. We also alternate reading and mathematic cycles during PRIME TIME, our designated enrichment/intervention time. This allows our campus to add STEM extensions and strategic TEKS based interventions at each grade level (1st-4th).

Next school year, 2020-2021, Prime Time will be from 8:45-9:15, with exceptions of our PLC. PLC will take place on each grade levels designated day from 8:45-9:15. All grades will be focusing on lowest 2 student expectations and alternating between reading and math. Teachers will incorporate differentiated research based strategies as well as research based computer programs for RTI. This time will also be used for Blended learning programs including Prodigy online reading tools.

During our weekly Professional Learning Communities (PLC) time grade level teachers work together to create common assessments and weekly assignments which correlate to the DISD scope and sequence.

At Calder Road, each decision-making committee consists of teachers, administrators, support staff, paraprofessionals, and parents to ensure the best decisions is made for each individual situation.

Our campus works to build pride in the local community as well as providing opportunities for our students to learn more about global cultures and events. Our underlying goal is to create the expectation that all students will attend college after high school. To that end, our mission is that “All students will be proficient or advanced in reading, math and writing.”

School Context and Organization Strengths

- Calder Road has high academic expectations for students and staff. Our campus goal is that 90 % of all students will be on grade level and 25% will be above grade level

- Targeted achievement goals include the expectation that all students will make one year's growth in reading and math, ninety percent of third and fourth grade students will pass the STAAR exam at "Approaching grade level" and 100 % of all our students will show growth
- 25 % of our students will "MASTER GRADE LEVEL" on CBA and STAAR
- Schedules and announcements are clear and concise (Schedules include planning and PLC time)
- Students and staff feel safe and the campus is well-maintained and systematic (surveys and Safety protocol/handbook)
- Survey is sent out yearly

Technology

Technology Summary

Committee #5 Campus Technology Needs:

Members of the committee were:

Name	Job/Title

Amy Link	3rd grade

Melanie Russell	3rd grade

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Yadira Seshier	3rd grade

Sommerlyn Paschal	3rd grade

Technology Summary:

Throughout the year, data showed: All instructional technology is directly aligned to the TEKS curriculum. Students and staff effectively utilized Chromebooks for assessment (STAR), instructional practice (Prodigy and Fast Forward), and for planning and data analysis. As a campus, we continue to need additional personal devices for student use to provide more interactive technological lessons.

Campus Technology Strengths:

- Classroom technology includes: teacher designated computer, 1-3 student computers, a projector and a Lumen document camera.
- Multiple network printers are located on the campus as a resource for staff.
- Teachers and students routinely utilize a dashboard Symbaloo to access educational websites such as Brainpop, Prodigy, Fast Forward, Reading Assistant, Google Classroom, Quizziz and Discovery Education.
- To increase student engagement, teachers use PowerPoint presentations, electronic randomization selectors, and educational videos aligned to the current TEK(s).
- The teacher's designated computer is utilized to input grades, email communication with parents and staff, data analysis review, and live collaboration through Google Drive.
- Students use the classroom computers to for STAR early literacy, STAR reading assessment, and implement interventions using Prodigy and or Fast Forward & Reading Assistant.
- Students attend a technology enrichment class weekly where they are taught to be proficient at the TEKs designated for their grade level.
- Staff at Calder Road report an overall satisfaction with the technology available on campus.

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Campus Technology Needs: *INCREASE STUDENT/DEVICE RATIO TO PREPARE FOR INTERRUPTIONS IN THE SCHOOL YEAR***

- One more cart of chrome books per grade level to support full implementation of MAP and FastFORWARD
- Purchase additional headphones for the increase in Chromebooks
- Maintenance on all student chromebooks (for example: broken headphone jacks, missing keys, etc)
- Updated printer hardware
- We continue to seek out professional development opportunities to assist teachers in effective planning and utilization of technology within the classroom.
- Research Based Math games in Kinder
- Spanish intervention program

Technology Strengths

Calder Road has numerous technology resources. Within each classroom is a teacher designated computer, 1-3 student computers, a projector, and a lumen. Several network printers are located on campus as a resource for staff. Teachers routinely utilize websites such as, United Streaming, Study Jams, and other educational websites to further enrich their lessons. As a means of engaging students teachers use Power Point presentations and educational videos aligned to the current TEK(s). In addition to using the teacher's designated computer for student learning it is utilized for inputting student grades, email communication with parents and co-workers, and as a means of reviewing data from curriculum based assessments and benchmarks. Students are exposed to, and utilize, technology on a daily basis. School wide instructional technology includes:

HMH

PRODIGY

Students attend a technology enrichment class weekly where they are taught to be proficient at the TEKS designed for their grade level.

Calder Road Elementary is in need of swivels in order to enhance the live learning environment and we are in need of 10 professional laptops to increase engagement amongst academic coaches and support personnel.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): More student chromebooks are needed to implement the appropriate curriculum and technology resources. **Root Cause:** Monies need to be spent in this area. ²⁶⁶

Problem Statement 2: Portable projectors and smart boards are needed for learning in all areas of the school **Root Cause:** Learning should be accessible in any area of the school

Problem Statement 3: In order to enhance online learning as well as professional coaching we are in need of 3 swivels and 5 professional grade laptops. **Root Cause:** remote learning and teacher coaching

Priority Problem Statements

Problem Statement 1: Overall reading levels and 3rd grade STAAR scores have decreased in the 18-19 school year.

Root Cause 1: Increase in student with disabilities which shows as overall decrease.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: English language learners on grade level reading levels are lower than non ELL peers.

Root Cause 3: Students in 3rd and 4th grade participated in the early exit model.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Surveys and sign in sheets indicate that parents involved are not ELL parents or parents that have students in one of the special education programs

Root Cause 4: No special meetings for parents in other programs

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Data at the "Masters Grade level" has remained stagnant over the past 3 years.

Root Cause 5: Teachers need more differentiation at the higher level of student performance. Students need more enrichment opportunities in the classroom and school setting.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

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Problem Statement 6: ELL parent engagement is low

Root Cause 6: Many parents do not have transportation during the school day

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: More student chromebooks are needed to implement the appropriate curriculum and technology resources.

Root Cause 7: Monies need to be spent in this area.

Problem Statement 7 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data

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Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: CRES provide effective teaching and learning that results in student mastery for successful college, career, and military readiness for all students.

Performance Objective 1: Every student, including those in specific sub population areas, and/or students that are at risk and high achieving will show at least one years' growth in Reading, Math, and Writing. CRES Domain 1 will increase to 90 or above in the 2020-2021 school year. Students at the MASTERY LEVEL will increase by 5 points at each grade level.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results, MAP assessment, District CBA and Reading levels

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the following to teach and plan -HMH resources -Units of Study Writing -New ELAR TEKS will be studied and taught to the appropriate depth and complexity Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				269
Strategy 2 Details	Reviews			
Strategy 2: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population requiring assistance. Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. Staff Responsible for Monitoring: Administrators Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The instructional interventionists and coaches will -provide high quality PD for all teachers and coach them to build capacity -provide intervention in and out of the classroom -Teachers and Academic Coaches will provide research based interventions effectively for all students including those that are at-risk, ELL, Special Ed, GT, or any other sub population requiring assistance. Instructional Coach will also work with teaching staff to provide instruction through strategic professional development in literacy and provide support with district approved resources including -Units of Study for Writing -Book study and PD-A Teachers' Guide to Writing Conferencing RTI will include FASTforward/Scientific learning Prodigy Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. Staff Responsible for Monitoring: Teachers Academic Coaches Administrators Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - 199-SCE, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				270
Strategy 4 Details	Reviews			
Strategy 4: Purchase instructional based materials, technology, and technology resources/software for student use in order to assess and enhance reading and writing skills. -FastForward -Map -Chromebooks Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. Staff Responsible for Monitoring: Campus Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: FastForward/Chromecarts - 211-Title IA, Map - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Teachers, administrators, and all critical staff will attend Professional Development sessions in and out of state in order to enhance their knowledge of reading and writing best practices. Strategy's Expected Result/Impact: Improved student achievement in all areas Staff Responsible for Monitoring: Campus Administrators Funding Sources: Travel - 255-Title IIA, Travel - 211-Title IA, Travel - Local Funding, Travel (EL) - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Review TELPAS proficiency levels from previous year in Reading and Writing. Monitor all students reading levels and monitor writing portfolios throughout the year to target growth. Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. Staff Responsible for Monitoring: Campus Administrators Academic Coaches TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Trained Academic Coaches and paraprofessionals will continuously monitor IEP progress and provide inclusion support for Special Education students in Reading and Writing. Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. Staff Responsible for Monitoring: Administrators Academic Coaches Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - IDEA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Begin one-way dual language program for students entering Kinder in 2019-2020. Provide all teachers and parents with training, any necessary supplies and resources, as well as continuous monitoring and problem solving until one-way dual language is systemic throughout the campus. Strategy's Expected Result/Impact: Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners. Students will graduate as bilingual ready to enter the work force. in all subjects will increase. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Supplies, training - 263-Title IIIA, Bilingual Allotment Funding - State Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literary Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di) Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. Staff Responsible for Monitoring: Principal and Educational Services Department Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				272
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CRES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Incident report forms will stay the same or decrease by 2-3% each year. 100 % of students will participate in Red Ribbon Week activities.

Evaluation Data Sources: Reduction of office referrals and an increase in positive teacher, parent, and community staff surveys. Increase in parental engagement.

Strategy 1 Details	Reviews			
Strategy 1: All students will receive weekly lessons on the character pillars, how to make good choices, and what bullying is and what it is not. The school wide positive behavior management system is a financial literacy program where students can earn currency for demonstrating good character. The counselor will also provide targeted monthly lessons. Strategy's Expected Result/Impact: Reduction in discipline referrals, PIEMS data, observation of student engagement Staff Responsible for Monitoring: Counselor LSSP Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide a school wide Unity Day and anti-bullying campaign and Safety Patrol Strategy's Expected Result/Impact: Parent surveys, reduction in discipline referrals, PIEMS data, observation of student engagement Staff Responsible for Monitoring: School Counselor and Administrator Funding Sources: - Local Funding				273
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement "No Place for Hate" program campus wide into our current Character Education programs. Adhere to the guidelines and the responsibilities of having this distinction. Strategy's Expected Result/Impact: Reduction in discipline referrals, PIEMS data, observation of student engagement Staff Responsible for Monitoring: School Counselor and Administrator Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. All teachers are trained in Suicide Prevention and abuse. Strategy's Expected Result/Impact: Increase in student attendance and student achievement for students identified as homeless. Staff Responsible for Monitoring: School Counselor and District social worker Funding Sources: - 211-Title IA, - Local Funding, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Through our master schedule we will ensure that each student participates in moderate to rigorous physical activity during their P.E. and art classes. We will also have District participation in the District SHAC committee as well as the fitness gram. Strategy's Expected Result/Impact: Increase in student achievement on the fitness gram and increase in overall student achievement. Staff Responsible for Monitoring: P.E. teachers, Administrators, and SHAC representative	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: We will continue to monitor student attendance through parent phone calls, home visits, and student incentives Strategy's Expected Result/Impact: 6 week attendance to reach the goal of 98 % Staff Responsible for Monitoring: Teachers, Attendance Clerk and Administrators	Formative			Summative
	Nov	Jan	Mar	June
				274
Strategy 7 Details	Reviews			
Strategy 7: In order to begin drop-out prevention awareness the campus will continue to promote college, career, and good attendance to ensure that students get a positive start to school Strategy's Expected Result/Impact: Attendance rate increases to 98 % Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: All staff members will be trained and will implement Restorative Practices Strategy's Expected Result/Impact: Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CRES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: All teachers will use treatment agreement and all teachers will use a minimum of 3 circles a week.

Evaluation Data Sources: Reduction of office referrals and an increase in positive teacher, parent, and community staff surveys.

Strategy 1 Details	Reviews			
Strategy 1: All campus and district staff will be trained on restorative practices. Some staff will also attend trainings to build knowledge and expertise at the campus in order to build capacity in using restorative practices. Strategy's Expected Result/Impact: Lower the number of discipline referrals and increase time in the instructional setting. Staff Responsible for Monitoring: Campus Principal Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV, - IDEA	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: CRES will make family and community partnerships a priority.

Performance Objective 1: Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student, parent and community participation in school activities

Strategy 1 Details	Reviews			
Strategy 1: Utilize a parent engagement coordinator to Increase parent involvement in school. Strategy's Expected Result/Impact: Website, parent communication, teacher's correspondence Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Parent Engagement Funds - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parent involvement supplies and incentives during Math & Literacy Nights in reading/math, Title IA programs; Meet the Teacher and Open House. Parent Mentoring Program, "Gator-Aide" Provide snacks as incentives for parents \$150 Strategy's Expected Result/Impact: Sign-in sheets of parent attendance at programs. Positive responses from parent surveys conducted during the year. Staff Responsible for Monitoring: Administrators Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				276
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for potential Pre-Kindergarten students and their families to visit school, meet with counselors, and attend meetings and pre-register for school during the month of May Strategy's Expected Result/Impact: Documented flyers distributed to businesses, apartments and sent home with current students. Sign-in sheets at meetings. Registration documentation. Staff Responsible for Monitoring: Administrators, Counselor Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Communicate via calendars and required local, state and federal information via meetings, social media and/or print in a language format to parents and community can understand. Strategy's Expected Result/Impact: Parents of diverse backgrounds will have easy access to all communication. Staff Responsible for Monitoring: Administrators Funding Sources: Contracted Service Fees for Translation - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: The campus will participate in ongoing college and career awareness and hold activities such as Career Day, College Days in order to promote career and college readiness involving parent, business and community members. Strategy's Expected Result/Impact: Increased participation by the community in the career day and other events and End of Year survey to parents Staff Responsible for Monitoring: Teachers, Administrators, and Counselor TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The campus will provide transition activities for students. Principal will coordinate transition activities with Middle school Principals to assist 4th graders moving to Middle School. The administration will also coordinate a Parent and Student night for PK students transiting into Kinder. Strategy's Expected Result/Impact: Students will transition easily to the next grade level and parents will have an understanding of curriculum and safety. Staff Responsible for Monitoring: Campus Administrator PK and Kinder teachers Counselor Funding Sources: - Local Funding, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Parents of diverse backgrounds will have easy access to all communication and campus events. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: September 10th and 11th: Open House-unable to host due to COVID 10/3-Family Bingo Night unable to host due to COVID 11/1-Parent/Teacher conference-virtual parent meetings 10/29-Literacy night and Multicultural Night-virtual event 12/7-Holiday Performance-virtual event	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				277

Goal 4: CRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Retain staff through coaching, offering appropriate staff development based on individual needs, and providing leadership opportunities for interested staff.

Evaluation Data Sources: Minimal staff change

Strategy 1 Details	Reviews			
Strategy 1: First Year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches Strategy's Expected Result/Impact: Increase in teacher retention for proteges Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. Strategy's Expected Result/Impact: Increase in retention of new teachers. Staff Responsible for Monitoring: Teacher Mentors and Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
				278
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for campus administrators, counselors, and librarians to attend research-based training in order to build capacity and meet their professional needs. Strategy's Expected Result/Impact: Documentation of attendance. Travel forms completed and submitted. Implementation on campus during meetings Number of Highly Qualified Teachers Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Travel - 255-Title IIA, - Local Funding, Travel - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for physical education, Science, Social Studies, and Fine Arts teachers to attend research-based training in order to build capacity and meet their professional needs. Strategy's Expected Result/Impact: Increase in staff moral and student achievement. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.5 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continue to provide professional learning and growth for campus principals, assistant principals, and leadership teams through training and development by contracted service providers. Strategy's Expected Result/Impact: Growth and development of campus leaders Staff Responsible for Monitoring: Principal, District Leaders TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Contracted Service Providers - 255-Title IIA, Contracted Service Providers - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Comply with 100 % of all financial management policies/practices for state, federal and local funding.

Evaluation Data Sources: 100 % Accurate Audits and 100% compliance with the business office.

Strategy 1 Details	Reviews			
Strategy 1: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets Strategy's Expected Result/Impact: Sign in sheet from training, compliance with district policies regarding budget management Staff Responsible for Monitoring: School Principal, School Secretary and Business Office Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All business and money handled on campus will be documented and receipts will be provided Strategy's Expected Result/Impact: Audits and evidence of receipts issued Staff Responsible for Monitoring: School Principal, School Secretary and Business Office Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate and plan with district budget managers when making-decisions based on professional development, Master schedule and student and staff programs and materials to support at-risk students academic learning and improvement Strategy's Expected Result/Impact: Documentation of purchase orders, request for pay and Master Schedule assignments. Correct use of funds as documented by audits Staff Responsible for Monitoring: School Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Train students and staff in proper energy management. Strategy's Expected Result/Impact: Cost Savings for the Energy Management Dept. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Continue to add chromebooks for student use and the use of all district software programs. Goal: one to one device for students.

Targeted or ESF High Priority

Evaluation Data Sources: Increase in the ration of student to device.

Strategy 1 Details	Reviews			
Strategy 1: Purchase devices yearly to increase the ratio of student to device. Strategy's Expected Result/Impact: Increase technology in order to get closer to a 1:1 ratio Staff Responsible for Monitoring: Administrators TEA Priorities: Connect high school to career and college Funding Sources: Technology - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Personnel for Calder Road Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.07
Allen, R.	Instructional Support Paraprofessional		1.0
Gibb, R.	Instructional Support		.30
Gomez, K	Instructional Support Paraprofessional		1.0
Heard, J	Instructional Support		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ausmus, T	Instructional Coach		1.0

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4	FastForward/Chromecarts		\$0.00
1	1	5	Travel		\$0.00
1	1	9			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
3	1	1	Parent Engagement Funds		\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4	Contracted Service Fees for Translation		\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
4	1	2			\$0.00
4	1	3	Travel		\$0.00
4	1	5	Contracted Service Providers		\$0.00
5	2	1	Technology		\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Travel		\$0.00
1	1	9			\$0.00
2	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3	Travel		\$0.00

255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Contracted Service Providers		\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4	Map		\$0.00
1	1	5	Travel		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	6			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Bilingual Allotment Funding		\$0.00
Sub-Total					\$0.00

IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
2	2	1			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5	Travel (EL)		\$0.00
1	1	8	Supplies, training		\$0.00
1	1	9			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
Sub-Total					\$0.00
287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

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Dickinson Independent School District

Kenneth E. Little Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Mission Statement

Through teamwork and collaboration, we will empower ALL to engage in life-long learning.

Vision

Our vision is to become the elementary campus of choice in our community.

Values and Goals

Collective Values:

In order to achieve our shared vision and mission, our staff has agreed on the following statements as collective commitments to our Values:

- We are committed to building a community atmosphere on our campus to make sure students, parents, and staff feel supported and safe.
- We are committed to engaging the community in all student's learning.
- We are committed to using data to drive our instruction.
- We are committed to fostering life-long learning.
- We are committed to our Intervention time. This is an intentional and sacred time. It is not an option and will not be interrupted.
- We are committed to real collaboration during our collaborative team time. Every team developed norms to abide by in order to achieve the best collaboration possible every time. This collaboration time is sacred.
- All kids are **OUR** kids! We share students to meet their needs each and every day.

Goals:

- Our goal is to achieve mastery of all essential standards
- Our goal is that every student, parent, and educator will grow.

Collective Values:

In order to achieve our shared vision and mission, our staff has agreed on the following statements as collective commitments to our Values:

- We are committed to building a community atmosphere on our campus to make sure students, parents, and staff feel supported and safe.
- We are committed to engaging the community in all student's learning.
- We are committed to using data to drive our instruction.
- We are committed to fostering life-long learning.
- We are committed to our Intervention time. This is an intentional and sacred time. It is not an option and will not be interrupted.
- We are committed to real collaboration during our collaborative team time. Every team developed norms to abide by in order to achieve the best collaboration possible every time. This collaboration time is sacred.
- All kids are OUR kids! We share students to meet their needs each and every day.

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Comprehensive Needs Assessment

Revised/Approved: May 26, 2021

Demographics

Demographics Summary

Kenneth E. Little Elementary is one of thirteen Title I campuses in Dickinson Independent School District. K.E. Little opened its doors in 1952 and serves predominately economically disadvantaged families. In Bacliff, the median household income is \$47,097, below State and National household income. The poverty level was almost double when compared to State and National levels, 21.8%, 13.6%, and 12.3% respectively. The total annual crime reported in Bacliff is higher than the State and National reporting.

Our campus serves approximately 602 students in grades pre-kindergarten to fourth grade. This is a decrease from previous year where enrollment has been around 700 students. 79% of our students are economically disadvantaged. The staff population is 6.2% African-American, 55.6% White, and 36% Hispanic, Two or more races 2.1 with an average of 8 years of experience. The current teacher student ratio is 1:13 and has decreased over the past five years.

Student Population 2020-2021

- African-American 5.1%
- Hispanic 64.5%
- White 28.1%
- American Indian 0%
- Asian 0.7%
- Two or More Races 1.7%

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Demographics Strengths

- K.E. Little Elementary serves a diverse community in the Bacliff area and has seen an increase in enrollment since 2014.
- To better serve the campus population the staff at K.E. Little is committed to attending professional development on campus and in the district. Additionally, many teachers are ESL and GT certified to better assist the needs of all learners.

K.E. Little Elementary considers communication and collaboration important. Teachers and staff communicate with parents through phone calls, social media, personal conferences, newsletters, and websites. Teachers and staff also implement many educational online platforms. Furthermore, K.E. Little engages parents by creating

monthly academic events for the family throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person. **Root Cause:** COVID and lack of technology in households. Students not present in school or completing online assignments.

Problem Statement 2: Families have limited access to education classes, parent workshops, and after school programs. Due to the lack of knowledge of the English language, education, and computer skills. As well, most of our parents own one vehicle and it's the husband that drives the vehicle to work meaning they do not have a vehicle to visit the school before COVID. **Root Cause:** First language may be the Spanish language and unable to communicate and/or assist his or her child. Parent background knowledge may hinder assistance with academics.

Problem Statement 3 (Prioritized): Teachers and families need resources on topics such as trauma informed care for students, positive mental health, helpful behavior interventions, physical health, and college readiness. Many of our students suffer from parents being deported causing behavior problems or instability in the household. **Root Cause:** Due to availability, parents may not be able to attend programs or classes that would provide or teach on topics such as trauma, mental health, physical intervention, behavior interventions and college readiness. More resources/training need to be provided for teachers and available with flexibility.

Problem Statement 4 (Prioritized): Increase student attendance. Attendance for all students is low at 96.% Due to COVID we had teachers and students be out. Students had to quarantine for a minimum of 2 weeks. Making students and classes get behind due to teachers reteaching materials. **Root Cause:** If a student had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). If a teacher had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). This affected academic performance and growth throughout the year.

Student Achievement

Student Achievement Summary

MATH

Student achievement data is disaggregated in Eduphoria Aware and MAP. In 2019-2020, KE Little students did not take STAAR. Student achievement in 3rd grade Math PreStaar Benchmark increased 8% in Approaches, 7% in Meets and 6% in Masters. All subpops, minus Hispanic in Approaches increased their percent score. Student achievement in 4th grade Math PreStaar Benchmark decreased 15 % in Approaches, 9% in Meets and 1% in Masters. All subpops, minus two or more races in Approaches decrease their percent score. Student Growth Summary Report in MAP from Fall 2020 to Winter 2021 shows all grade levels, except 1st grade, meet projected growth.

Overall Summary- Teachers at KE Little are provided with a district scope and sequence that covers all TEKS throughout the school year. The scope and sequence, along with resources from Lead4ward, previous and current Common Assessments/Benchmark data, and district consumables, help teachers plan lessons to deliver to students. Teachers are to use these resources to pre-plan with their teammates to ensure effective teaching and learning is happening in the classroom. While COVID precautions are abided by, small group instruction is designed to meet the needs of all students. During this time and throughout lessons, teachers allow students to collaborate with one another to engage in complex and real world problems. Teachers use Common Assessments, Benchmarks, and MAP data to help plan targeted instruction to specific groups of students. During this time, students set goals with their teacher in order to track their learning for upcoming lessons. Teachers utilize the digital data wall to drive instruction for small groups and reteach during goal setting.

READING

Student achievement data is disaggregated in Eduphoria Aware. In 2020, KE Little did not participate in STAAR testing, due to COVID -19 closure. However, we completed the Reading Pre-STAAR benchmark on 19-20 and 20-21. K.E. Little was 1% lower than the district average in 4th grade and 16% percent lower in 3rd grade. In the subgroups, 3rd grade African American students scored 10% higher than the district average and Hispanic and white subgroups scored 18% below the district average. In 4th grade subgroups, Hispanic scored 8% above district average, White students were 18% below, and African American students were 9% below district average. Student Performance for Approaches grade level for all 3rd grade students on Reading Pre-STAAR increased by 3% from 2019 and decreased by 1% for 4th grade. All 3rd grade students at the Meets grade level increased 30% and 4th decreased 10% from 2019. 3rd grade student performance at the Masters grade level increased by 15% and decreased by 20% from 2019. For the 2019- 2020 school year, K.E. Little was designated as a school identified for targeted support and improvement. This designation will continue into the 2021-2022 school year, due to STAARr being waived last year. All grade levels with the exception of Kindergarten met their expected growth on MAP.

Overall Summary- Teachers at KE Little are provided with a district scope and sequence that covers all TEKS throughout the school year. The scope and sequence, along with resources from Lead4ward, previous and current Common Assessments/Benchmark data, and digital consumables , help teachers plan lessons to deliver to students. Teachers are to use these resources to pre-plan with their teammates to ensure effective teaching and learning is happening in the classroom. Small group instruction is designed to meet the needs of all students. During this time and throughout lessons, teachers allow students to collaborate with one another to engage in complex and real world problems. Teachers use Common Assessments, Benchmarks, and MAP data to help plan targeted instruction to specific groups of students. During this time, students set goals with their teacher in order to track their learning for upcoming lessons. Teachers utilize data to drive instruction for small groups and reteach during goal settings.

WRITING

Due to COVID-19, state assessment data from the Spring 2019 was analyzed. In the May 2019 STAAR Writing administration, 4th grade students at K.E. Little Elementary scored an average percent score of 55%, which was a 2% increase from the May 2018 STAAR Writing administration. The Approaches, Meets, and Masters performance categories remained the same for both 2018 and 2019 STAAR Writing test administration. Since the STAAR Writing test was not administered in the Spring of 2020, only data from the district Pre-STAAR Benchmark assessment (December 2020) can be analyzed to gauge student achievement.

Overall Summary- English Language Arts teachers at K.E. Little Elementary are provided with a district scope and sequence that covers all TEKS throughout the school year. Along with the scope and sequence, teachers use Lead4ward, Lucy Calkins, and writing consultant resources to plan and implement high-quality writing lessons. District and Kenneth E. Little Elementary
Generated by Plan4Learning.com

campus assessment data is disaggregated to help teachers reteach essential writing concepts. Small group instruction is also used in the writing block to help students at different writing levels in the writing process. During small group instruction, students set goals with their teacher in order to track their learning.

Student Achievement Strengths

MATH STRENGTHS

Math- In 3rd grade in 2019, K.E. Little Elementary saw an increase of 5% above the state average at the Approaches grade level and a 6% increase above the state average for the Meets grade level. District provided curriculum is well developed. As a campus, teachers consistently utilized the pre-planner and district resources for planning time with their team to ensure quality instruction for lessons and guided math was happening. Teachers purposefully planned for small group instruction based on student's needs and used their Math Block to pull students in small groups for targeted instruction. Students participated in station rotation on technology programs like Khan Academy, Prodigy, and ST Math to extend and practice their learning.

- 2019 Overall C (76)
- 2019 Student Achievement C (72)
- 2019 School Progress B (80)
- 2019 Academic Growth F (59)
- 2019 Relative Performance B (80)
- 2019 Closing the Gaps D (68)

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READING STRENGTHS

K.E. Little Elementary continues to make steady progress to increase student achievement at the Approaches Grade level standard on the state Pre- STAAR & STAAR test. As a school, we have continued to fully implement a balanced literacy program. This year we also continued using the MAP (Measure of Academic Progress) program to assess students' reading skills as well as monitor their growth in reading. This is evidenced by the 3% increase in scores at Approaches grade level and the 30% increase in scores in the Meets Grade level on the 3rd grade Pre-STAAR Reading test and 15% increase in the Masters Grade level.. K.E. Little Elementary continues to work toward the goal of increasing scores and scoring higher than state averages. As a campus, we continue to implement LLI as an early intervention to help struggling students. Many of our students have shown continued growth throughout the year due to these interventions. Students are tracked by using an RTI intervention K-4 the data is reviewed in PLC. Additionally, teachers are being trained to implement new strategies to ensure that reading readiness skills are taught and implemented in classroom activities. Teachers were also consulted by Noel Gray made observations and feedback for Guided Reading. We feel that as these interventions are more fully implemented by teachers in K-1 grades we will see significant improvement in reading and writing scores in the future. For the upcoming year, the campus will discontinue MAP testing for lower grade levels.

Teachers used Eduphoria Aware, I and Lead4ward resources when analyzing data.

2017-2018 Accountability Rating C (72)

2018-2019 A-F Accountability Rating: C (76)

2018-2019 Distinction Designations: Academic Achievement in Math

Please see the Addendum-2019 Accountability and 2017 TAPR for additional Information.

WRITING STRENGTHS

The campus meets individual student needs through the Writer's Workshop and writing conferences. Also, teachers meet weekly to incorporate a Balanced Literacy approach in order to support student writing. Besides a Balanced Literacy approach, students have a morning prompt to ensure that they write every day in every class.

In addition, learning walks have been an important part of the planning process. Teachers have modeled lessons for peers, and welcomed visitors in their classrooms to improve the writing craft.

Problem Statements Identifying Student Achievement Needs

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Problem Statement 1 (Prioritized): Reading- All student sub groups did not hit start targets for reading in both academic achievement and academic growth as well as the student success. **Root Cause:** Students are unable to meet their academic targets when data is taken from CA's and CBA's because they are below grade level in reading. Students are competent in content when assessed in small groups on their independent reading level but hit levels of frustration when trying to complete district based assessments that are written on grade level. White student population did not hit because they

Problem Statement 2 (Prioritized): Reading- Hispanic students did meet state targets in academic achievement or academic growth for reading.

Problem Statement 3 (Prioritized): Reading- Economically disadvantaged students did not meet the state target for academic growth in reading.

Problem Statement 4 (Prioritized): Writing- Compared to State and District averages, student writing achievement is low due to significant writing deficits. **Root Cause:** The writing process is a complex concept for students to master. Teachers need additional support on best practices for writing.

Problem Statement 5: Writing- The quality of student writing is not aligned to the student report card. **Root Cause:** Rubrics or developmentally appropriate criteria is not used to score for school report cards.

Problem Statement 6: Writing- The campus needs to create a streamline writing checklist to monitor writing progress. **Root Cause:** Writing teams across grade levels need to meet regularly.

Problem Statement 7: Writing- Students are not given consistent writing interventions to support students in writing. **Root Cause:** The RtI process is not being implemented for writing to support students across grade levels.

Problem Statement 8 (Prioritized): Math- 4th Grade all levels decreased their percent score on PSBM.

Problem Statement 9: Math- 3rd Grade approaches scores decreased 2%

Problem Statement 10 (Prioritized): Math- 1st Grade did not meet projected growth in MAP

Problem Statement 11: Math- Data disaggregation is an important part of driving classroom instruction. Data must be disaggregated properly.

Problem Statement 12: Math- The campus needs to improve vertical alignment across grade levels.

Problem Statement 13 (Prioritized): Math and Reading- White students did not meet state targets for academic achievement in reading and math nor in student success.

Problem Statement 14 (Prioritized): Math and Reading- EL students did not meet the target for academic growth in reading and math.

Problem Statement 15 (Prioritized): Math and Reading- Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math.

Problem Statement 16: Reading- Data disaggregation is an important part of driving classroom instruction. Data must be disaggregated properly.

Problem Statement 17: Reading- The campus needs to improve vertical alignment across grade levels. This year it has improved but still needs progress.

Problem Statement 18 (Prioritized): Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person. **Root Cause:** COVID and lack of technology in households. Students not present in school or completing online assignments.

Problem Statement 19 (Prioritized): Increase student attendance. Attendance for all students is low at 96.% Due to COVID we had teachers and students be out. Students had to quarantine for a minimum of 2 weeks. Making students and classes get behind due to teachers reteaching materials. **Root Cause:** If a student had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). If a teacher had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). This affected academic performance and growth throughout the year.

Problem Statement 20: The campus needs to continue to improve vertical alignment across all grade levels.

Problem Statement 21: Teachers need to incorporate the pre planning sheet in math/reading in order to better backwards plan to meet the needs of all students and ensure proper alignment and rigor of instruction from beginning to end.

Problem Statement 22 (Prioritized): Teachers need to provide daily evidence of small group instruction that tracks student growth/performance in math and reading with the use of guided math/reading binders (this includes running records as well). Binders are monitored by administrators and coaches.

Problem Statement 23: Teachers need to assist in creating and using common assessments data to drive instruction for student access

School Culture and Climate

School Culture and Climate Summary

Many students and teachers believe that K. E. Little is a campus that promotes a sense of security and safety in the building. K. E. Little Elementary promotes a positive atmosphere that nurtures learning and growth in our students. Teachers use data to make informed decisions about curriculum and instruction. Our campus provides many opportunities for student, family and staff involvement. The school clubs that were available to students this year include drama, robotics, art, music, and running club.

Student attendance at K. E. Little for the 2020-2021 school year was ~92%. An incentive offering two Amazon Fires was utilized to encourage students to attend regularly during the first semester.

Career and College Readiness Activities included staff weekly College Shirt Day, Career Day, Go Texan Day, Fire Department presentations and AVID implementation.

School Culture and Climate Strengths

Dedication is K. E. Little's greatest strength. If you ask any of our staff members why they come to work, why they spend hours before and after school, why they continue to grow and learn, every answer will include "my students." Every staff member of our campus is dedicated to growing learners and improving our school. Our faculty goes above and beyond the call of duty when it comes to meeting the needs of our students in all areas. Another positive quality of our campus is our unity. We continue to improve communication with emails that communicate non-meeting items in a concise way. Monthly newsletters are sent home to parents. Staff calendars are consistently updated and sent out throughout the year to staff. K. E. Little also promotes a safe and positive environment for students. We continue to work to prevent bullying and address character traits through morning announcements and guidance lessons. The Behavior Coach at KELES is responsible for helping students build success with behavior through the BLP. We continue to provide staff development to teacher as they communicate their concerns. We utilize instructional coaches as academic interventionist providing support to classrooms in need. Staff members take pride in working at K.E. Little by treating other staff members, students and parents with respect. Students are able to grow as learners and have a sense of safety at KELES. This fosters a sense of community and ownership that we are all responsible for the learning in our building. Finally, teamwork benefits everyone at K. E. Little. Teachers report that working with their team

Kenneth E. Little Elementary members is one of the top reasons they enjoy coming to work. Teachers are provided with opportunities to collaborate through daily common planning times and weekly PLCs. During times of collaboration teachers are able to work on lesson plans, common assessments and receive instruction from administrators on District level priorities and initiatives. Teams work together, keeping student outcomes at the forefront of all efforts. K.E. Little is implementing AVID School-wide process and we will continue to promote college, career, and military readiness from PK through 4th grades. We have also successfully implemented ASCA Texas Model for Comprehensive School Counseling Programs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase in morale

Problem Statement 2: Increase in student motivation

Problem Statement 3: Increase in staff appreciation/celebration

Problem Statement 4: Increase in student appreciation/celebration

Problem Statement 5: Professional development regarding behavior plan implementation

Problem Statement 6: Increase in attendance incentives

Problem Statement 7: Update campus calendar regularly with campus happenings

Problem Statement 8 (Prioritized): Teachers and families need resources on topics such as trauma informed care for students, positive mental health, helpful behavior interventions, physical health, and college readiness. Many of our students suffer from parents being deported causing behavior problems or instability in the household. **Root Cause:** Due to availability, parents may not be able to attend programs or classes that would provide or teach on topics such as trauma, mental health, physical intervention, behavior interventions and college readiness. More resources/training need to be provided for teachers and available with flexibility.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers on staff for the 2021-2022 school year are certified for their position. In the event that any teacher is hired who is not certified for the position, administrators will work with DISD Human Resources and the Director of Professional Development to obtain appropriate certification. Long term substitutes, when needed, are also carefully selected according to experience and completed education course work. The district has implemented a program for first year teachers to adequately attend to their needs. This includes campus level mentors and training using the Get Better Faster program for novice teachers. The district also provides training to second year teachers at a district level.

Instructional coaches and Curriculum Specialists work with classroom teachers to provide appropriate staff development and to analyze student data to provide appropriate academic intervention strategies based on the needs of each student. Instructional coaches also work with teachers and students in classrooms. Data meetings will occur after each Curriculum Based Assessment testing period to analyze student achievement levels and assess the needs of immediate intervention on specific students. Effective teaching strategies are shared amongst the grade levels. It will be our goal to decrease the gaps of learning in those students who fall below the mark.

Staff Quality, Recruitment, and Retention Strengths

K. E. Little strives to identify and provide needed campus staff development through utilizing teacher planning time and before school meetings effectively. PLC meetings are held weekly, in addition to teachers' planning times, to discuss and further their learning and to disaggregate data and plan for data driven instruction. Instructional coaches are in classrooms supporting teachers with instruction. K. E. Little requires all teachers to attend a series of ELPS training to better serve our diverse population. All grade levels K-4 have at least one Gifted-Talented certified teacher and all DISD teachers are to be ESL certified. The interview committee uses specific questions and observations to find applicants who have knowledge and/or experience in Balanced Literacy, Guided Math, and DISD expectations. K. E. Little also serves as a professional learning campus affiliated with UHCL. In addition, KELES will continue to be an AVID campus for the 2021-2022 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Additional support and training is needed for paraprofessionals in all grades. **Root Cause:** Paraprofessionals are not receiving the same training that teachers receive during the school year.

Problem Statement 2: Creating a campus climate that boosts staff morale and fosters a positive working environment. **Root Cause:** Currently, KELES have no committee to plan for campus team building events.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Grade levels utilized planning sessions to plan, using the Lead4ward resources and district placemats as well as write common assessments. The data from the common assessments/CBAs was used to form individual instructional plans during daily small group instruction. This included re-teach, intervention and enrichment. After each district CBA/benchmark, grade levels participated in PLCs to analyze the data. They completed a data packet provided by the district, both individually and as a team using the Lead4ward SLR reports and data in Eduphoria to plan interventions for students. Reading teachers use MAP and Running Records to monitor student growth at the beginning, end, and middle of the year. Students were grouped by their independent reading level for small group instruction with adjustments being made based on weekly or monthly running records. Math teachers used daily assessments, common assessments and informal observations to monitor students in small group instruction with adjustments being made weekly, or as needed. Kindergarten teachers used MAP, DRA scores, math common assessments as well as formal and informal assessments to evaluate their students throughout the year. This past January, teachers began testing to monitor progress for RTI in one or more subjects. Students tracked their own learning/growth with the use of math and reading 'I CAN' charts and self-reflections in grade K-4 and set individual goals based off of their strengths/weaknesses. In January the campus began using an RTI tracking sheet for students that were observed by their teachers to have instructional gaps. The technology lab incorporated, MAP, HMH/IREAD (4th grade- education galaxy) and 'Prodigy' this year to allow students more time to reinforce the foundation of phonics and math computation development. All grades K-4th continued to use various educational websites in conjunction with the listed above platforms. These programs allowed our campus to focus on the individual learning needs of our students in addition to classroom instruction. We also started using a dual language model beginning in the 2019-2020 school year, and used TELPAS to assess students. The campus also began implementing monthly AVID WICOR strategies to increase student achievement.

Special Programs meet the needs of students by focusing on the individual students IEPs. The IEP's are derived from the PLAAFPS, which include TEKS that the general education students follow in general education. Enrollment into special education is done so through the ARD committee and involves teachers, administration, special education teachers and even diagnosticians. As a campus, we work diligently to meet individual students' needs by analyzing CBAs, TELPAS, DRA, Balanced Literacy, Guided Reading/Math binders, number talks and writing conferences for Grade 1-4. Teachers use Eduphoria Aware, and Lead4ward resources when analyzing data. The leveled literacy library was reorganized and added in order to benefit all teachers in the use of guided reading groups. Math teachers utilized various resources such as HMH, Go Math, Engaging Math, Fast Focus, TEA Math Academy, and Lone Star in order to meet the needs of all the students. Small groups focused on more targeted interventions, as did STAAR Blitz. The K-4 Teachers utilized Lead4ward resources, such as Playlist to create meaningful engaging activities in order to foster growth in the lowest reading and math TEKS across that specific grade level.

Curriculum, Instruction, and Assessment Strengths

As a campus, we worked diligently to meet individual student needs. We accomplished this by analyzing CBA's, weekly planning sessions, I Can charts, individualized goal setting, small group, Prodigy, TELPAS, DRA, Balanced Literacy, Guided Reading/Math Binders, Number talks and writing conferences (Grades 1-4). Teachers used Eduphoria Aware and Lead4ward resources when analyzing data. The leveled literacy library was reorganized and added in order to benefit all teachers in the use of guided reading groups. Math teachers utilized various resources such as: HMH Go Math, Engaging Math, Fast Focus, TEA Math Academy, Khan Academy, and Lone Star in order to meet the needs of all students. Small groups focused on more targeted interventions. The teachers (K-4) utilized Lead4ward resources, such as the Playlist to create meaningful engaging activities in order to foster growth in the lowest reading and math TEKS across that specific grade level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The campus needs to continue to improve vertical alignment across all grade levels.

Problem Statement 2: Teachers need to incorporate the pre planning sheet in math/reading in order to better backwards plan to meet the needs of all students and ensure proper alignment and rigor of instruction from beginning to end.

Problem Statement 3 (Prioritized): Teachers need to provide daily evidence of small group instruction that tracks student growth/performance in math and reading with the use of guided math/reading binders (this includes running records as well). Binders are monitored by administrators and coaches.

Problem Statement 4: Teachers need to assist in creating and using common assessments data to drive instruction for student access

Problem Statement 5: The campus needs to improve the way PLCs are facilitated and how data is disaggregated during PLC, and to be more specific with agendas

Problem Statement 6: The campus needs to provide all technology programs for students and teachers

Problem Statement 7: The teachers need to incorporate AVID Instructional strategies daily to increase the level of rigor.

Problem Statement 8 (Prioritized): Reading- All student sub groups did not hit start targets for reading in both academic achievement and academic growth as well as the student success. **Root Cause:** Students are unable to meet their academic targets when data is taken from CA's and CBA's because they are below grade level in reading. Students are competent in content when assessed in small groups on their independent reading level but hit levels of frustration when trying to complete district based assessments that are written on grade level. White student population did not hit because they

Problem Statement 9 (Prioritized): Reading- Hispanic students did meet state targets in academic achievement or academic growth for reading.

Problem Statement 10 (Prioritized): Reading- Economically disadvantaged students did not meet the state target for academic growth in reading. 302

Problem Statement 11 (Prioritized): Writing- Compared to State and District averages, student writing achievement is low due to significant writing deficits. **Root Cause:** The writing process is a complex concept for students to master. Teachers need additional support on best practices for writing.

Problem Statement 12: Writing- The quality of student writing is not aligned to the student report card. **Root Cause:** Rubrics or developmentally appropriate criteria is not used to score for school report cards.

Problem Statement 13 (Prioritized): Math- 4th Grade all levels decreased their percent score on PSBM.

Problem Statement 14: Math- 3rd Grade approaches scores decreased 2%

Problem Statement 15 (Prioritized): Math- 1st Grade did not meet projected growth in MAP

Problem Statement 16 (Prioritized): Math and Reading- White students did not meet state targets for academic achievement in reading and math nor in student success.

Problem Statement 17 (Prioritized): Math and Reading- EL students did not meet the target for academic growth in reading and math.

Problem Statement 18 (Prioritized): Math and Reading- Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math.

Parent and Community Engagement

Parent and Community Engagement Summary

Throughout the 2019-2020 school year, Kenneth E. Little Elementary offered a variety of family events in both English and Spanish. Parental involvement was strong at the beginning of the year during Open House, where teachers reviewed grade level and student growth expectations. For this year, creative and engaging family events were also planned for each month. These academic nights included reading, math, science, art, family fitness, bedtime story hour, music programs, AVID binder/homework, and Parent University classes. Parents and students enjoyed interacting with their teachers in the evening and sharing what they know to their families. The academic games provided each night were available to take home to continue the student's learning and family engagement. Events and handouts were provided in English and Spanish as needed.

Communities in Schools (CIS) participated in every monthly event as well to provide different resources for parents. The mentoring program provided by CIS was continued during this school year. Throughout the day, students met with a mentor and interacted with positive role models on a weekly basis.

At the front entrance of K.E. Little Elementary, a designated parent informational center has been established for families. Parents can find the latest newsletters, cafeteria information, access to computers, local family events, mental health support, after-school activities, food bank information, Backpack Buddies, and additional resources provided by the district. All resources and information are offered in English and Spanish.

Parents/families and the community are involved throughout the school year at K.E. Little. Such events that occur are: Meet the Teacher, Open House, Grandparents lunches, Grade level Music Programs, Book Fairs, Field Day, Career Day, Thanksgiving Meal, Reading and Math Night, and Pre-K/ Kindergarten Round-up.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

Meet the Teacher

Pre-Kinder and Kinder Play Date

Fall-Open House

Fall Title I Presentation

Grandparent's Lunch

GT Advanced Academic Family Info Night

PTA

Homework Help-AVID Binders

Book Fair

Career Day

AVID Reading Night

Trunk or Treat

Grade Level Music Programs

Thanksgiving Lunch

LPAC Committee Members

PTA Holiday Shop

Drama Club Performance

Science Night

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PTA DJ Party

Class Parties

Bedtime Story

ESL classes

Math Night

Spring-Open House

Parent Engagement Policy Review

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low parental involvement throughout the school year **Root Cause:** One of the root causes may be parents' working schedule.

Problem Statement 2: Parent workshops needed in all areas of academic success, enrichment activities, community service, service learning, and college/career exploration.

Root Cause: High percentage of low socioeconomic status (80%).

Problem Statement 3: Families have limited access to education classes, parent workshops, and after school programs. Due to the lack of knowledge of the English language, education, and computer skills. As well, most of our parents own one vehicle and it's the husband that drives the vehicle to work meaning they do not have a vehicle to visit the school before COVID. **Root Cause:** First language may be the Spanish language and unable to communicate and/or assist his or her child. Parent background knowledge may hinder assistance with academics.

School Context and Organization

School Context and Organization Summary

Students are strategically assigned to each class based on academic data and teacher input from the previous school year. A master schedule is updated every year to maximize PLC/Planning time. Teachers in PK-1st continue to be self-contained and grades 2nd-4th continue to team teach. KELES teachers continue to implement campus-wide high expectations for academics to ensure growth of every student and academic success. Campus teachers are highly qualified and continue to attend varied professional development opportunities offered by the district based on needs identified by administration and staff surveys. The strategies learned are expected to be implemented in all grade levels across the campus and are monitored through walkthroughs and summative conferences. Planning is scheduled one day a week for Math and one day a week for ELAR. PLC is held once a week for teachers to discuss data, RTI and professional development. The campus goal continues to be focused on one year of growth for every student. Our school has a school emergency protocol in place based on the I Love You Guys Foundation protocol. This protocol includes, but is not limited to, all staff wearing a district photo ID badge, visual emergency reminders posted throughout the building and staff ID badges, as well as emergency posters displayed in all rooms of the building. Teachers hold tutorials for students before and after school based on student performance as needed. Enrichment activities are offered before and after school which include running club, drama club, music, art and robotics clubs to increase student involvement. KELES is a community school that is highly accessible to parents and the community it serves. We continue to strive to be a campus recognized for providing excellent instruction for every student, every day and in every class. Our goal is to partner with parents and our community to create success for all students at KELES.

School Context and Organization Strengths

Extensive professional development within district that is free to staff

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KELES fully utilizes all classrooms for instructional use

Class sizes are kept to a reasonable size to best maximize student learning

AVID strategies beginning to be implemented campus wide

KELES is focused on building student and family relationships

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers need more flexibility in their assigned master schedule to meet student needs

Problem Statement 2: Self-contained teachers should only have one planning day per week to utilize prep time for student materials

Problem Statement 3: SPED, Specials, and Pre-K teachers need PLC time

Problem Statement 4: More timely communication from admin to staff about school business and upcoming events

Problem Statement 5: Increase staff retention rate.

Problem Statement 6: Continue to train teachers in AVID strategies with the goal of all staff being trained

Problem Statement 7: Writing- The campus needs to create a streamline writing checklist to monitor writing progress. **Root Cause:** Writing teams across grade levels need to meet regularly.

Problem Statement 8: Math- Data disaggregation is an important part of driving classroom instruction. Data must be disaggregated properly.

Problem Statement 9: Math- The campus needs to improve vertical alignment across grade levels.

Problem Statement 10: Reading- Data disaggregation is an important part of driving classroom instruction. Data must be disaggregated properly.

Problem Statement 11: Reading- The campus needs to improve vertical alignment across grade levels. This year it has improved but still needs progress.

Problem Statement 12: Additional support and training is needed for paraprofessionals in all grades. **Root Cause:** Paraprofessionals are not receiving the same training that teachers receive during the school year.

Problem Statement 13: The campus needs to continue to improve vertical alignment across all grade levels.

Problem Statement 14: The campus needs to improve the way PLCs are facilitated and how data is disaggregated during PLC, and to be more specific with agendas

Technology

Technology Summary

K.E. Little Elementary currently possesses the following hardware:

44 projectors (mostly ceiling mounted),

42 document cameras

17 Mobis, 5 Quizdoms,

1 smart board

9 Chrome Book Carts (with about 25 per cart)

1 NEO Cart

2-way radios – 7

1 computer lab that uses a Chrome Book Cart

83 Flashmasters

Teacher computer and student computers (in all academic classrooms)

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Barriers that reduce the use of technology at K.E. Little is that most of the hardware is outdated, defective or broken. Due to this, it's hard on the classroom teachers to plan lesson that relay on technology. Another barrier is the training offered by the district for the software that they purchase to be used. Example is Khan Academy, Seesaw, Edpuzzle, Nearpod, Quizziz, etc. Also, K.E. Little offers no after school use/trainings of technology and software for the students and parents.

Possible hardware to be added to KELES for the 2020-2021 school year includes

New projectors for classrooms that have broken or that are defective

Chrome books that have broken parts replaced- examples, head phone jacks, chargers & broken screens

Headphones & listing center sets

Updated teacher desktops

Touchscreen chrome carts- all grade levels should have the same hardware & software

Technology Strengths

Among K.E. Little's strengths is that a high number of projectors and document cameras are available for the classrooms (every classroom teacher has one of each). In addition, all classrooms have a teacher computer and use Chromebooks for student use. Every grade level has at least two Chromebook Carts. All teachers currently use Forethought for lesson planning. The technology proficiency level of staff is appropriate. Students in kindergarten through fourth grade rotate through the computer lab once every six days. FastForWord is available PK through fourth grades to be used to supplement the reading instruction given by the classroom teachers. Over the summer, trainings offered multiple technology for teachers. Some of these are Google Academy, Google Academy Advanced, and Technology Elementary Classroom Tools.

Problem Statements Identifying Technology Needs

Problem Statement 1: According to a staff questionnaire, technology available for classroom instruction does not meet the expectation for a 21st century classroom.

Problem Statement 2: Additional quality instructional software is needed for all grades for ELA and Math.

Problem Statement 3: Teachers need professional development on effective instructional use of updated software and hardware that are available to KELES.

Problem Statement 4: The campus needs to provide all technology programs for students and teachers

Priority Problem Statements

Problem Statement 1: Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person.

Root Cause 1: COVID and lack of technology in households. Students not present in school or completing online assignments.

Problem Statement 1 Areas: Demographics - Student Achievement

Problem Statement 2: Teachers and families need resources on topics such as trauma informed care for students, positive mental health, helpful behavior interventions, physical health, and college readiness. Many of our students suffer from parents being deported causing behavior problems or instability in the household.

Root Cause 2: Due to availability, parents may not be able to attend programs or classes that would provide or teach on topics such as trauma, mental health, physical intervention, behavior interventions and college readiness. More resources/training need to be provided for teachers and available with flexibility.

Problem Statement 2 Areas: Demographics - School Culture and Climate

Problem Statement 3: Increase student attendance. Attendance for all students is low at 96.% Due to COVID we had teachers and students be out. Students had to quarantine for a minimum of 2 weeks. Making students and classes get behind due to teachers reteaching materials.

Root Cause 3: If a student had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). If a teacher had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). This affected academic performance and growth throughout the year.

Problem Statement 3 Areas: Demographics - Student Achievement

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Problem Statement 4: Reading- All student sub groups did not hit start targets for reading in both academic achievement and academic growth as well as the student success.

Root Cause 4: Students are unable to meet their academic targets when data is taken from CA's and CBA's because they are below grade level in reading. Students are competent in content when assessed in small groups on their independent reading level but hit levels of frustration when trying to complete district based assessments that are written on grade level. White student population did not hit because they

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 5: Reading- Hispanic students did meet state targets in academic achievement or academic growth for reading.

Root Cause 5:

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 6: Reading- Economically disadvantaged students did not meet the state target for academic growth in reading.

Root Cause 6:

Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 7: Writing- Compared to State and District averages, student writing achievement is low due to significant writing deficits.

Root Cause 7: The writing process is a complex concept for students to master. Teachers need additional support on best practices for writing.

Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 8: Math- 4th Grade all levels decreased their percent score on PSBM.

Root Cause 8:

Problem Statement 8 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 9: Math- 1st Grade did not meet projected growth in MAP

Root Cause 9:

Problem Statement 9 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 10: Math and Reading- White students did not meet state targets for academic achievement in reading and math nor in student success.

Root Cause 10:

Problem Statement 10 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 11: Math and Reading- EL students did not meet the target for academic growth in reading and math.

Root Cause 11:

Problem Statement 11 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 12: Math and Reading- Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math.

Root Cause 12:

Problem Statement 12 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 13: Teachers need to provide daily evidence of small group instruction that tracks student growth/performance in math and reading with the use of guided math/reading binders (this includes running records as well). Binders are monitored by administrators and coaches.

Root Cause 13:

Problem Statement 13 Areas: Student Achievement - Curriculum, Instruction, and Assessment

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

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Goals

Revised/Approved: August 20, 2021

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 1: 100% of students, including those in specific student groups, will show individualized measurable growth progressing towards meeting or exceeding district, state, and national standards in all content areas.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR/EOC results, CBA's, IEP progress monitoring, TELPAS, MAP, SAT, ACT, Accountability tables

Strategy 1 Details	Reviews			
Strategy 1: Monitor integrity of PEIMS data for all LEP students Strategy's Expected Result/Impact: LEP folders, PEIMS data Staff Responsible for Monitoring: Administrators, Academic Coaches, Registrar	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor the progress of LEP wavered students (ESL, M1, M2, M3, and parental denials) Strategy's Expected Result/Impact: report cards, progress reports, CBAs and CAs Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide small group reading intervention and math intervention for ELL students who performed below standard on STAAR focusing on targeted learning standards. Strategy's Expected Result/Impact: Year end reports will show an improvement in PBMAS and Reading STAAR scores for ELL students will improve. Staff Responsible for Monitoring: Academic Coaches Teachers Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 9	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increase small group instruction based on needs of LEP students Strategy's Expected Result/Impact: progress reports, lesson plans Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Evidence of ELPS implementation will be in lesson plans, in room, and demonstrated daily. Strategy's Expected Result/Impact: TELPAS STAAR PBMAS Staff Responsible for Monitoring: Teachers Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Data will be analyzed after CBA's are taken. Strategies will be organized to target individual students' areas of needed improvement for progress monitoring. Students will be responsible for the accountability of their progress with the "I Can" charts. Teachers and administrators will meet with Student intervention teams at each grade level to ensure at risk students have individual plans for improvement. CTTs meets weekly to discuss individual student intervention goals for WIN Time (what I need). Strategy's Expected Result/Impact: Improved acquisition of curricula Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Teachers Students TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				315
Strategy 7 Details	Reviews			
Strategy 7: Purposeful embedding of process TEKS in daily instruction, strengthen rigor of classroom instructional practices in lesson planning, modeling, questioning strategies and common assessments, effectively implementing small group instruction, consistently view application problems in multiple representations i.e. equation/expression, tables, diagrams/graphs and written/verbal descriptions Strategy's Expected Result/Impact: CBA progress, STAAR, STAR Math Data/Interventions and Student Progress in Math Staff Responsible for Monitoring: Principal, Assistant Principal, District Curriculum Specialists, Academic Coaches, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: All teachers will instruct using small guided math groups Strategy's Expected Result/Impact: Increased student understanding of curricula Staff Responsible for Monitoring: Administrators, Curriculum Specialists, Academic Coaches, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 8, 10, 13, 14, 15 - Curriculum, Instruction, and Assessment 13, 15, 16, 17, 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Implement and monitor hands on activities for math and provide materials as needed Strategy's Expected Result/Impact: Increased student understanding of curricula Staff Responsible for Monitoring: Administrators, Academic Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Integrate the use of specials teachers to have students practice math facts Strategy's Expected Result/Impact: Increase in fluency with math facts Staff Responsible for Monitoring: Specials teachers, team leaders	Formative			Summative
	Nov	Jan	Mar	June
				316
Strategy 11 Details	Reviews			
Strategy 11: Academic coaches will model and coach teachers as needed with the implementation of math TEKS Strategy's Expected Result/Impact: Student progress and teacher self-efficacy Staff Responsible for Monitoring: Teachers Academic Coaches ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 8, 10, 13, 14, 15 - Curriculum, Instruction, and Assessment 13, 15, 16, 17, 18	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Academic Coaches in writing will work with teachers to model lessons and plan co teaching strategies in guided writing, model lessons and meet with teams during planning, and visit classrooms to assist in implementation. Part of the teacher growth process will also include debriefs after short observations with coach and administrators to increase the quality of instruction, when needed. Curriculum specialists will also be scheduled to work with specific teachers in specific areas of need for instruction in writing. Strategy's Expected Result/Impact: Increase in student understanding of writing curriculum Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Teachers Instructional Specialists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Teachers will review their students' TELPAS proficiency levels from previous year in writing and monitor ELLs progress throughout the year. Strategy's Expected Result/Impact: Increase in student listening, speaking, reading, and writing fluency and increases in student growth on formative and summative assessments Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 11	Formative			Summative
	Nov	Jan	Mar	June
				317
Strategy 14 Details	Reviews			
Strategy 14: Lesson plans and classroom instruction reflect the most up to date district curriculum/ placemats at the correct level of rigor in writing. Strategy's Expected Result/Impact: Vertical alignment across grades, rigorous instruction, and increased student knowledge Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
Strategy 15: Students will create a Writing Portfolio to document growth in writing. Strategy's Expected Result/Impact: Increase in student writing fluency Staff Responsible for Monitoring: Teachers Academic Coaches Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: K-4 teachers will use Lucy Calkins Units of Study or HMH for Writer's Workshop to supplement the district's writing curriculum. Strategy's Expected Result/Impact: Increase in student writing fluency Staff Responsible for Monitoring: Teachers Academic Coaches Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Administer a full length STAAR formatted test as a district benchmark for appropriate subjects in grades 3 and 4 Strategy's Expected Result/Impact: Increased student progress on STAAR tests Staff Responsible for Monitoring: Curriculum Specialist, Administrators, Academic Coaches, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Administer Interim Assessments to measure student academic performance on TEKS objectives in 3rd and 4th grades Strategy's Expected Result/Impact: Increased student progress on STAAR tests Staff Responsible for Monitoring: Curriculum Specialist, Administrators, Academic Coaches, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 18	Formative			Summative
	Nov	Jan	Mar	June

Strategy 19 Details	Reviews			
Strategy 19: Disaggregate data by grade level, discipline and assessment objectives by stake holders in order to drive instruction for individual students, classes and grade levels Strategy's Expected Result/Impact: Increased student progress on STAAR tests Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1, 4, 18 - Curriculum, Instruction, and Assessment 8, 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Teachers will utilize the district's scope and sequence as their planning guide for teaching the TEKS prescribed for each grade level K-4th Strategy's Expected Result/Impact: Increased rigor and alignment of curricula across grade levels Staff Responsible for Monitoring: Curriculum Specialist, Administrators, Academic Coaches, Team Leaders, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: All teachers will implement the use of questioning strategies in all academic areas to increase rigor Strategy's Expected Result/Impact: Increased rigor Staff Responsible for Monitoring: Administrators, Teachers ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22 Details	Reviews			
Strategy 22: Monitor and review processes for promotion/retention for K-4 students based on standards set for ELA, Math, Science and Social Studies Strategy's Expected Result/Impact: Decrease social promotion Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23 Details	Reviews			
Strategy 23: Ensure master schedule provides adequate focused instructional time Strategy's Expected Result/Impact: Increased instructional time; student progress Staff Responsible for Monitoring: Administrators, Academic Coaches, Team Leaders	Formative			Summative
	Nov	Jan	Mar	June

Strategy 24 Details	Reviews			
Strategy 24: Provide supplemental paraprofessionals to assist ISPs and teachers in classrooms, SPED classrooms, and bilingual classrooms. Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Administrators, Academic Coaches and Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25 Details	Reviews			
Strategy 25: Academic coaches will plan with teachers to focus on specific targeted students with gaps in learning. Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Academic Coaches, District Curriculum Specialists Problem Statements: Demographics 1 - Student Achievement 1, 4, 8, 10, 13, 14, 15, 18 - Curriculum, Instruction, and Assessment 8, 11, 13, 15, 16, 17, 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 26 Details	Reviews			
Strategy 26: Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards. Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 27 Details	Reviews			
Strategy 27: mClass (K-3) and MAP (4) testing three times per year to assess students in reading, fluency, and math Strategy's Expected Result/Impact: Documented student growth Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4, 8, 10, 13, 14, 15, 18 - Curriculum, Instruction, and Assessment 8, 9, 10, 11, 13, 15, 16, 17, 18	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				320

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person. Root Cause: COVID and lack of technology in households. Students not present in school or completing online assignments.

Student Achievement

Problem Statement 1: Reading- All student sub groups did not hit start targets for reading in both academic achievement and academic growth as well as the student success. **Root Cause:** Students are unable to meet their academic targets when data is taken from CA's and CBA's because they are below grade level in reading. Students are competent in content when assessed in small groups on their independent reading level but hit levels of frustration when trying to complete district based assessments that are written on grade level. White student population did not hit because they

Problem Statement 2: Reading- Hispanic students did meet state targets in academic achievement or academic growth for reading.

Problem Statement 3: Reading- Economically disadvantaged students did not meet the state target for academic growth in reading.

Problem Statement 4: Writing- Compared to State and District averages, student writing achievement is low due to significant writing deficits. **Root Cause:** The writing process is a complex concept for students to master. Teachers need additional support on best practices for writing.

Problem Statement 8: Math- 4th Grade all levels decreased their percent score on PSBM.

Problem Statement 10: Math- 1st Grade did not meet projected growth in MAP

Problem Statement 13: Math and Reading- White students did not meet state targets for academic achievement in reading and math nor in student success.

Problem Statement 14: Math and Reading- EL students did not meet the target for academic growth in reading and math.

Problem Statement 15: Math and Reading- Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math.

Problem Statement 18: Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person. **Root Cause:** COVID and lack of technology in households. Students not present in school or completing online assignments.

Curriculum, Instruction, and Assessment

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Problem Statement 8: Reading- All student sub groups did not hit start targets for reading in both academic achievement and academic growth as well as the student success. **Root Cause:** Students are unable to meet their academic targets when data is taken from CA's and CBA's because they are below grade level in reading. Students are competent in content when assessed in small groups on their independent reading level but hit levels of frustration when trying to complete district based assessments that are written on grade level. White student population did not hit because they

Problem Statement 9: Reading- Hispanic students did meet state targets in academic achievement or academic growth for reading.

Problem Statement 10: Reading- Economically disadvantaged students did not meet the state target for academic growth in reading.

Problem Statement 11: Writing- Compared to State and District averages, student writing achievement is low due to significant writing deficits. **Root Cause:** The writing process is a complex concept for students to master. Teachers need additional support on best practices for writing.

Problem Statement 13: Math- 4th Grade all levels decreased their percent score on PSBM.

Problem Statement 15: Math- 1st Grade did not meet projected growth in MAP

Problem Statement 16: Math and Reading- White students did not meet state targets for academic achievement in reading and math nor in student success.

Problem Statement 17: Math and Reading- EL students did not meet the target for academic growth in reading and math.

Problem Statement 18: Math and Reading- Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math.

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 2: 100% of students will be provided a well-rounded education through a variety of experiences in order to be college, career, military ready.

Targeted or ESF High Priority

Evaluation Data Sources: Course enrollment, Course Guides, Extra-Curricular Participation, Fitness Gram Results

Strategy 1 Details	Reviews			
Strategy 1: Implement dual language in PK and kindergarten. Training, curriculum, and supplies will be provided to teachers and students to support learning in English and Spanish. Strategy's Expected Result/Impact: Students will increase language skills in English and Spanish Staff Responsible for Monitoring: Teachers Problem Statements: Student Achievement 2, 4, 8, 10, 14, 15 - Curriculum, Instruction, and Assessment 9, 11, 13, 15, 17, 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Veterans Day Activities to include local Veterans/community in school recognition of Veterans Day with music program Strategy's Expected Result/Impact: Media, Agenda, Invitations Staff Responsible for Monitoring: Counselor, Administrators, Music Teacher	Formative			Summative
	Nov	Jan	Mar	June
				322
Strategy 3 Details	Reviews			
Strategy 3: Hold a Career Day with local and area businesses and colleges Strategy's Expected Result/Impact: Media, Agenda, Invitations Staff Responsible for Monitoring: Media, Agenda, Invitations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide activities to recognize Texas Public School week Strategy's Expected Result/Impact: Fliers, calendar and sign in sheets Staff Responsible for Monitoring: Principal, Counselor, CIS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Incorporate and monitor higher order thinking skills in all disciplines Strategy's Expected Result/Impact: Increased rigor of curriculum Staff Responsible for Monitoring: Administrators, Teachers, Academic Coaches TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Implement intervention plans for at risk students targeting areas of concern Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4, 8, 10, 13, 14, 15, 18 - Curriculum, Instruction, and Assessment 8, 9, 10, 11, 13, 15, 16, 17, 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Continue proving support for students who have not been successful academically by utilizing instructional support personal. Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers Problem Statements: Student Achievement 1, 2, 3, 4, 8, 10, 13, 14, 15 - Curriculum, Instruction, and Assessment 8, 9, 10, 11, 13, 15, 16, 17, 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide an instructional aide under the supervision of a certified teacher to assist with struggling students Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: The campus will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Promote higher level education by incorporating conversations during designated AVID focused instruction, promotion of wearing college shirts, AVID bulletin boards, and by using the AVID instructional strategies and principles. Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person. **Root Cause:** COVID and lack of technology in households. Students not present in school or completing online assignments.

Student Achievement

Problem Statement 1: Reading- All student sub groups did not hit start targets for reading in both academic achievement and academic growth as well as the student success. **Root Cause:** Students are unable to meet their academic targets when data is taken from CA's and CBA's because they are below grade level in reading. Students are competent in content when assessed in small groups on their independent reading level but hit levels of frustration when trying to complete district based assessments that are written on grade level. White student population did not hit because they

Problem Statement 2: Reading- Hispanic students did meet state targets in academic achievement or academic growth for reading.

Problem Statement 3: Reading- Economically disadvantaged students did not meet the state target for academic growth in reading.

Problem Statement 4: Writing- Compared to State and District averages, student writing achievement is low due to significant writing deficits. **Root Cause:** The writing process is a complex concept for students to master. Teachers need additional support on best practices for writing.

Problem Statement 8: Math- 4th Grade all levels decreased their percent score on PSBM.

Problem Statement 10: Math- 1st Grade did not meet projected growth in MAP

Problem Statement 13: Math and Reading- White students did not meet state targets for academic achievement in reading and math nor in student success.

Problem Statement 14: Math and Reading- EL students did not meet the target for academic growth in reading and math.

Problem Statement 15: Math and Reading- Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets 324 Expectations for Reading and 46.5% for Math.

Problem Statement 18: Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person. **Root Cause:** COVID and lack of technology in households. Students not present in school or completing online assignments.

Curriculum, Instruction, and Assessment

Problem Statement 8: Reading- All student sub groups did not hit start targets for reading in both academic achievement and academic growth as well as the student success. **Root Cause:** Students are unable to meet their academic targets when data is taken from CA's and CBA's because they are below grade level in reading. Students are competent in content when assessed in small groups on their independent reading level but hit levels of frustration when trying to complete district based assessments that are written on grade level. White student population did not hit because they

Problem Statement 9: Reading- Hispanic students did meet state targets in academic achievement or academic growth for reading.

Problem Statement 10: Reading- Economically disadvantaged students did not meet the state target for academic growth in reading.

Problem Statement 11: Writing- Compared to State and District averages, student writing achievement is low due to significant writing deficits. **Root Cause:** The writing process is a complex concept for students to master. Teachers need additional support on best practices for writing.

Problem Statement 13: Math- 4th Grade all levels decreased their percent score on PSBM.

Problem Statement 15: Math- 1st Grade did not meet projected growth in MAP

Problem Statement 16: Math and Reading- White students did not meet state targets for academic achievement in reading and math nor in student success.

Problem Statement 17: Math and Reading- EL students did not meet the target for academic growth in reading and math.

Curriculum, Instruction, and Assessment
Problem Statement 18: Math and Reading- Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math.

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 3: Students who graduate on the foundation program with an endorsement or with a distinguished level of achievement will exceed the state percent and all student groups will meet or exceed the state graduation percentage.

Targeted or ESF High Priority

Evaluation Data Sources: Graduation Results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will review and implement the processes for placement referrals and monitoring of GT, Dyslexic, SPED, 504 and RTI students Strategy's Expected Result/Impact: Student progress Staff Responsible for Monitoring: Administrators, Academic Coaches, Counselor Problem Statements: Demographics 1 - Student Achievement 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: GT enrichment will be provided to identified students throughout the instructional day. Strategy's Expected Result/Impact: Rigor will increase for identified GT students. Hands on opportunities and field experiences will be provided. Staff Responsible for Monitoring: GT teachers, GT Coordinator, Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				326

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person. Root Cause: COVID and lack of technology in households. Students not present in school or completing online assignments.
Student Achievement
Problem Statement 18: Students were economically disadvantaged campus learners in their academic growth in both reading and math. Due to COVID our students were a year behind. Covid disrupted our teaching and we taught remote teaching for the first semester. Many of our students would not log in to the computers. Left teachers teaching remote instruction and in person. Root Cause: COVID and lack of technology in households. Students not present in school or completing online assignments.

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Through implementation of an effective discipline management plan and by concentrating on building relational capacity, DISD will reduce disciplinary incident rates by 10% from the previous year and increase attendance rates to 98%.

Targeted or ESF High Priority

Evaluation Data Sources: Monthly/Yearly Discipline incident reports, Attendance Data in PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of character traits education to discourage bullying Strategy's Expected Result/Impact: Decrease in bullying incidences and conflicts between students Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS, Teachers Problem Statements: Demographics 3, 4 - Student Achievement 19 - School Culture and Climate 8	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Acknowledge perfect attendance for the year at awards ceremonies Strategy's Expected Result/Impact: Student progress Staff Responsible for Monitoring: Teachers, Administrators, Registrar, Counselor Problem Statements: Demographics 4 - Student Achievement 19	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide 9 weeks incentive program for perfect attendance Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Administrators, CIS Problem Statements: Demographics 4 - Student Achievement 19	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Follow district procedures for excessive absences Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Teachers, Administrators, Truancy Officer, Registrar Problem Statements: Demographics 4 - Student Achievement 19	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will call home on 3rd consecutive absence Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Teachers Problem Statements: Demographics 4 - Student Achievement 19	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Use school messenger daily for calling school absences and tardies Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: PEIMS Administrator Problem Statements: Demographics 4 - Student Achievement 19	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Set an attendance goal equal or greater than state minimum Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 4 - Student Achievement 19	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Improve staff attendance by 5% using incentives and recognition Strategy's Expected Result/Impact: Increased teacher attendance Staff Responsible for Monitoring: Administrators, All staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Utilize the district truancy officer to help with students who have repeated attendance issues. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Teachers Data Entry Clerk Receptionist Administrators Problem Statements: Demographics 4 - Student Achievement 19	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Students will have the opportunity to participate in after school/ before school clubs (i.e. robotics, music, art, running, drama, garden). Students must maintain an attendance rate of 97% to be eligible to participate. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Teachers Problem Statements: Demographics 4 - Student Achievement 19	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Teachers and families need resources on topics such as trauma informed care for students, positive mental health, helpful behavior interventions, physical health, and college readiness. Many of our students suffer from parents being deported causing behavior problems or instability in the household. **Root Cause:** Due to availability, parents may not be able to attend programs or classes that would provide or teach on topics such as trauma, mental health, physical intervention, behavior interventions and college readiness. More resources/training need to be provided for teachers and available with flexibility.

Problem Statement 4: Increase student attendance. Attendance for all students is low at 96.% Due to COVID we had teachers and students be out. Students had to quarantine for a minimum of 2 weeks. Making students and classes get behind due to teachers reteaching materials. **Root Cause:** If a student had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). If a teacher had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). This affected academic performance and growth throughout the year.

Student Achievement

Problem Statement 19: Increase student attendance. Attendance for all students is low at 96.% Due to COVID we had teachers and students be out. Students had to quarantine for a minimum of 2 weeks. Making students and classes get behind due to teachers reteaching materials. **Root Cause:** If a student had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). If a teacher had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). This affected academic performance and growth throughout the year.

School Culture and Climate

Problem Statement 8: Teachers and families need resources on topics such as trauma informed care for students, positive mental health, helpful behavior interventions, physical health, and college readiness. Many of our students suffer from parents being deported causing behavior problems or instability in the household. **Root Cause:** Due to availability, parents may not be able to attend programs or classes that would provide or teach on topics such as trauma, mental health, physical intervention, behavior interventions and college readiness. More resources/training need to be provided for teachers and available with flexibility.

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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: The district will create and implement a social and emotional learning framework that will address: suicide prevention programs, conflict resolution programs, comprehensive school counseling program and trauma informed care.

Evaluation Data Sources: SEL data collection will include professional development resources, sign in sheets, referral forms, counseling plans, Restorative Practice implementation data

Strategy 1 Details	Reviews			
Strategy 1: K.E. Little will follow district guidelines and state guideline for identifying and investigating all allegations of bullying Strategy's Expected Result/Impact: Decrease in bullying incidences Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselors, Staff Problem Statements: Demographics 3 - School Culture and Climate 8	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: K.E. Little will continue a focus on Bully Prevention celebrating October as Bully Prevention Month, Kindness Counts, Unity Day, and Fostering Friendships Strategy's Expected Result/Impact: Decrease in bullying incidences Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Staff Problem Statements: Demographics 3 - School Culture and Climate 8	Formative			Summative
	Nov	Jan	Mar	June
				330
Strategy 3 Details	Reviews			
Strategy 3: Use available resources to provide students information about being drug free. Strategy's Expected Result/Impact: Students will understand the consequences of drug use Staff Responsible for Monitoring: Counselor, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to maintain our "No Place for Hate" campus wide designation Strategy's Expected Result/Impact: Decrease in bullying incidences Staff Responsible for Monitoring: Counselor, Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus will participate in Red Ribbon Week Strategy's Expected Result/Impact: Student understanding of the consequences of drug use Staff Responsible for Monitoring: Teachers, Counselor, Administratos	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Provide essential materials (clothing, school supplies, transportation) for identified homeless students in order for them to attend school on a daily basis. Strategy's Expected Result/Impact: Increased student attendance and increase in student progress Staff Responsible for Monitoring: Counselor CIS Problem Statements: Demographics 4 - Student Achievement 19		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Teachers and families need resources on topics such as trauma informed care for students, positive mental health, helpful behavior interventions, physical health, and college readiness. Many of our students suffer from parents being deported causing behavior problems or instability in the household. Root Cause: Due to availability, parents may not be able to attend programs or classes that would provide or teach on topics such as trauma, mental health, physical intervention, behavior interventions and college readiness. More resources/training need to be provided for teachers and available with flexibility. Problem Statement 4: Increase student attendance. Attendance for all students is low at 96.% Due to COVID we had teachers and students be out. Students had to quarantine for a minimum of 2 weeks. Making students and classes get behind due to teachers reteaching materials. Root Cause: If a student had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). If a teacher had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). This affected academic performance and growth throughout the year. 331
Student Achievement
Problem Statement 19: Increase student attendance. Attendance for all students is low at 96.% Due to COVID we had teachers and students be out. Students had to quarantine for a minimum of 2 weeks. Making students and classes get behind due to teachers reteaching materials. Root Cause: If a student had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). If a teacher had exposure to COVID, he or she was unable to attend school (minimum of 2 weeks). This affected academic performance and growth throughout the year.
School Culture and Climate
Problem Statement 8: Teachers and families need resources on topics such as trauma informed care for students, positive mental health, helpful behavior interventions, physical health, and college readiness. Many of our students suffer from parents being deported causing behavior problems or instability in the household. Root Cause: Due to availability, parents may not be able to attend programs or classes that would provide or teach on topics such as trauma, mental health, physical intervention, behavior interventions and college readiness. More resources/training need to be provided for teachers and available with flexibility.

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: 100% of students will participate in physical fitness activities

Evaluation Data Sources: FitnessGram, Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Yearly administration of Fitness Gram in PE. Strategy's Expected Result/Impact: Improved student health and stamina Staff Responsible for Monitoring: PE Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Deliver instruction in a physical education and health program approved by the district SHAC committee. Strategy's Expected Result/Impact: Meet state requirement of physical fitness minutes Staff Responsible for Monitoring: PE Teacher, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All PK-4 students will participate in daily recess Strategy's Expected Result/Impact: Improved attention in students Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
				332
Strategy 4 Details	Reviews			
Strategy 4: Students will have the opportunity to participate in a running club. Strategy's Expected Result/Impact: Improved stamina and health of students; increased attention during instruction Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All K-4 students will participate in the state required weekly minutes of physical education Strategy's Expected Result/Impact: Meet state requirement of physical fitness minutes Staff Responsible for Monitoring: Principal, PE Teacher	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: All stakeholders within the district will have multiple methods to communicate with district.

Evaluation Data Sources: Number of Community/Family events hosted in DISD as shown by agendas and sign-in sheets from the events

Strategy 1 Details	Reviews			
Strategy 1: Continue to use parent communication/concern forms and have available in the front office and return all calls within a 24 hour business day. Strategy's Expected Result/Impact: Parent and community survey in May, 2017. Staff Responsible for Monitoring: Front Office Staff, Principals, Counselor and Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff with time for parent conferencing to increase parent involvement and inform parents of our new PK-Grade 4 math and reading online platforms for parents to access, plus review child's current level of success in core subjects. Strategy's Expected Result/Impact: Documented conference sheets, Parent Communication logs throughout the year. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Communicate school information to parents in both English and Spanish using newsletters, school messenger, marquee, fliers, take home folders, social media, and campus website. Strategy's Expected Result/Impact: Documentation of letters and communications that go to parents Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus will provide parent timely information about their child's academic progress throughout the school year. Strategy's Expected Result/Impact: Result/Impact Report cards and results of child's test results documented. Staff Responsible for Monitoring: Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Revise jointly with parents the school-parent compact and parental involvement policy Strategy's Expected Result/Impact: Agenda and minutes Staff Responsible for Monitoring: Principal, PTA officers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Revise the CIP with the involvement of parents, teachers and community members that includes the CNA and addresses the 10 components of a Title I school wide program Strategy's Expected Result/Impact: CNA, Updated CIP, Agenda and Minutes Staff Responsible for Monitoring: Campus Administrators, PTA officers, CIC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide incentives for nighttime events such as homework passes, door prizes, etc. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Solicit parents to serve on district committees Strategy's Expected Result/Impact: Roster Staff Responsible for Monitoring: Principal, District Personnel	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Inform parents of "Right to Know" regarding teacher/paraprofessional qualifications Strategy's Expected Result/Impact: Certification documentation Staff Responsible for Monitoring: HR Director, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Require each teacher to maintain a parent contact log per every nine weeks Strategy's Expected Result/Impact: Contact Logs Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Communicate to parents school wide reading and math incentive programs (Schlitterbahn, Book It) Strategy's Expected Result/Impact: Fliers, Student participation logs/bulletin board Staff Responsible for Monitoring: Principal, Teachers, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Parents will receive academic progress reports on each student every 4.5 weeks Strategy's Expected Result/Impact: Result/Impact Progress reports, report cards, contact logs Staff Responsible for Monitoring: Teachers, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
Strategy 13: Use take home folders as a form of communication with parents Strategy's Expected Result/Impact: Parent Signature page Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Schedule school library to be opened during the summer Strategy's Expected Result/Impact: Increased student reading fluency Staff Responsible for Monitoring: Administrators, Federal Program Director, Librarian TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Hold a campus science fair and participate in the district science fair Strategy's Expected Result/Impact: Increase in STEM involvement Staff Responsible for Monitoring: Academic Coaches, Teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 2: Increase opportunities for stakeholders to partner with and be involved in the district.

Evaluation Data Sources: Evidence of marketing events i.e. posts, sign in sheets, flyers, parent surveys, meeting notes, sign-in sheets, formation of new partnerships

Strategy 1 Details	Reviews			
Strategy 1: Provide at-risk students and families with counseling services and support through Communities In Schools who provide outside counseling resources. Strategy's Expected Result/Impact: Documented services provided by CIS provider to students and families. Reduce future dropout rate of students who are at-risk. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue providing backpack buddies and Operation School Bell to identified students Strategy's Expected Result/Impact: Result/Impact CIS records, Counselor records Staff Responsible for Monitoring: CIS, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: CIS maintains a mentor program for students that are at-risk. Mentors visit student once a week for thirty minutes. Strategy's Expected Result/Impact: Increased attendance Student performance increase Staff Responsible for Monitoring: CIS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize parent, community and business input/involvement in decision making regarding review and approval of Campus Improvement Plan Strategy's Expected Result/Impact: Documentation of campus distribution of assessment information, school web page, school Facebook page, meeting agendas, sign in sheets and invitations and announcements. Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, CIC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Increase parent and community involvement through the VIPS program Strategy's Expected Result/Impact: Result/Impact Sign in sheets will be provided and a list will be kept of all volunteers. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, CIS	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Parent workshops will be held with refreshments served on the various nights. Strategy's Expected Result/Impact: Sign In sheets, Handouts Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Conduct Title I meeting to provide information about participation and requirements Strategy's Expected Result/Impact: Title I meeting sign in sheets and agendas for documentation Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Inform parents/guardians of third and fourth grade students their STAAR test results Strategy's Expected Result/Impact: Documentation of letters sent to parents in Spanish and English Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Administer parent and teacher surveys to solicit confidential input from parents and students for campus suggestions Strategy's Expected Result/Impact: Returned surveys, survey data analysis Staff Responsible for Monitoring: Principal, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
				337
Strategy 10 Details	Reviews			
Strategy 10: Provide training about the importance and value of parental involvement Strategy's Expected Result/Impact: Agenda and meeting minutes Staff Responsible for Monitoring: Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Provide training for LEP parents on assisting their children to be successful in school Strategy's Expected Result/Impact: Agenda, sign in sheets, plans Staff Responsible for Monitoring: Principal, Bilingual Academic Coach, Bilingual Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: The campus will offer a variety of parent and family engagement meetings during the school year in order to strengthen involvement between home and school. Virtual Open House/ Title I presentation- September 10 from 5:30-6:30 pm Virtual Title I presentation Spanish- September 16 from 7:00-7:30 Virtual Title I presentation English- September 17 from 7:00-7:30 Parent Tech Tuesdays- Oct. 6, Nov. 10, Jan. 5, Feb. 16, Mar. 23, and Apr. 20 from 4:45-5:15 pm Spanish Reading Night- Oct. 14 from 5:30-6:30 English Reading Night- Oct. 15 from 5:30-6:30 Bedtime Story Hour- Jan 21 from 7:00-8:00 English Math Night Feb. 24 from 5:30-6:30 Spanish Math Night Feb. 25 from 5:30-6:30 Strategy's Expected Result/Impact: increased parent engagement Staff Responsible for Monitoring: teachers, principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: Principal, Campus Secretary	Formative			Summative
	Nov	Jan	Mar	June
				338
Strategy 14 Details	Reviews			
Strategy 14: The campus will make available the English version of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district website, as well as the campus library in an effort to build parent engagement. Spanish translation is available upon request. Strategy's Expected Result/Impact: Higher parental involvement Staff Responsible for Monitoring: Principal Campus Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: A Campus Engagement COordinator will be in charge of coordinating all parent engagement activities on campus with a primary focus on bilingual/ ESL parental engagement. They will organize the following three types of activities in conjunction with the community:	Formative			Summative
	Nov	Jan	Mar	June

1.) Parent outreach and trainings for bilingual/ESL parents 2.) Family literacy services and/ or family outreach and trainings for bilingual/ ESL parents 3.) Community participation programs for bilingual/ ESL parents Strategy's Expected Result/Impact: Increased parental engagement Staff Responsible for Monitoring: Parent Engagement Coordinator Administrators				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Increase the district retention rate of staff from 81% to 85% through support of First Year Teacher Academies, NaviGator Academies, teacher mentoring programs, a competitive compensation plan, on-going staff development for new and experienced staff, and aggressive hiring practices of high quality personnel.

Evaluation Data Sources: Number of highly effective teachers retained at the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs in search of "HQ" candidates as needed collaborating with HR director Strategy's Expected Result/Impact: Hire teachers certified in the correct field in which they teach Staff Responsible for Monitoring: Principal, District level staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Principal will involve teachers in decision making and assure that teachers are involved in writing and analyzing CAs, CBAs and benchmark tests for student performance. Strategy's Expected Result/Impact: Retention of staff Staff Responsible for Monitoring: Principal, Vertical team leaders	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administrators will assist current teacher(s) not certified to become certified in their area by providing time and training Strategy's Expected Result/Impact: High quality teachers Staff Responsible for Monitoring: Principal, Teachers, Academic coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: To attract certified teachers for employment utilizing UHCL as partners in the intern program Strategy's Expected Result/Impact: Resource for finding HQ teachers Staff Responsible for Monitoring: Principal, Assistant Principal, Director of HR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus will provide mentors to new teachers and they will also participate in the New Teacher Program, Protege, provided by the district during their 1st year of teaching. Strategy's Expected Result/Impact: Increase in teacher retention Staff Responsible for Monitoring: Principal, Director of Teacher Development	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Experienced teachers that need assistance will participate in the district's Navigator program to improve teaching skills Strategy's Expected Result/Impact: Teacher Efficacy Staff Responsible for Monitoring: Principal, Director of Teacher Development	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Monitor effectiveness of teachers through walk throughs Strategy's Expected Result/Impact: Teacher Efficacy, retention of teachers Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Dedicate funds for payroll cost to maintain employment of highly effective personnel to help increase student academic performance Strategy's Expected Result/Impact: Reduced turnover Staff Responsible for Monitoring: Principal, Business office	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Staff development for teachers who were previously trained and for new teachers to the district for initial training on guided math. Strategy's Expected Result/Impact: Teachers show evidence of practice in classroom instruction. Data shows students' improvement math levels throughout the year, more than one year growth being the goal. PLC discussions, walk through observations, achievement gaps in students are closing and on track based on reading level data Staff Responsible for Monitoring: Principal Assistant Principal Curriculum Specialist Campus Academic Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide opportunities for all math teachers to meet in vertical groups and discuss math alignment and grade level expectations Strategy's Expected Result/Impact: Teacher collective efficiency Staff Responsible for Monitoring: Curriculum Specialist, Administrators, Academic Coaches, Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Teachers will be given opportunities to attend research based training supporting our behavior, reading, writing, and math curriculum and instruction. Some travel may be required. Strategy's Expected Result/Impact: Increased teacher knowledge of curricula Staff Responsible for Monitoring: Curriculum Specialist, Administrators, Academic Coaches, Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Staff development on Math instruction for all grade level teachers and administrators on the district curriculum instruction to be held monthly throughout the year by academic coaches/instructional specialists/consultants. Strategy's Expected Result/Impact: Teachers will model evidence of implementation of the strategies in their classroom throughout the year. Teachers will complete all training sessions by the end of the year and will have fully implemented guided math strategies in all math classrooms. mClass and MAP math reports will reflect growth in student math scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Specialists and Academic Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Teachers will work with highly qualified consultants/ teachers to help them improve their teaching in all subjects Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Provide in district and out of district staff development for campus and individual teachers based on identified needs from data gathered during the year and conferencing with teachers in order to improve student achievement. Strategy's Expected Result/Impact: Increased teacher knowledge of curricula Staff Responsible for Monitoring: Administrators, teachers, academic coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Provide opportunities for teachers to observe different grade levels/teachers as needed Strategy's Expected Result/Impact: Increased teacher efficacy Staff Responsible for Monitoring: Administrators, Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
Strategy 16: Continue to utilize academic coaches/specialists to work with teachers; create lesson plans, learning experiences, model research based instructional strategies, local assessments and analysis of student data during CTT Strategy's Expected Result/Impact: Increased collective teacher efficacy Staff Responsible for Monitoring: Curriculum Specialist, Administrators, Academic Coaches, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Participate in vertical team efforts to develop campus strategies, curriculum and assessments at a higher level of rigor Strategy's Expected Result/Impact: Vertical alignment Staff Responsible for Monitoring: Administrators, Academic Coaches, Team Leaders, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: All stakeholders will actively participate in collaborative team meetings and CTT's to model researched best practice instructional models for reading, math and writing and that are focused on instruction, planning, professional development, and student improvement. Strategy's Expected Result/Impact: Increased collective teacher efficacy Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				343
Strategy 19 Details	Reviews			
Strategy 19: Teachers will receive professional development materials that support ongoing trainings, i.e. book studies, teacher resources, to improve students' academic success. Strategy's Expected Result/Impact: Increased collective teacher efficacy Staff Responsible for Monitoring: Administrators, Academic Coaches, Instructional Specialists, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Offer 30 hours of GT certification training to home room teachers as necessary to meet state requirements Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: Provide 6 hour GT update to currently GT certified teachers to maintain current certification Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 22 Details	Reviews			
Strategy 22: Encourage teachers to obtain ESL certification to improve capacity to serve student population Strategy's Expected Result/Impact: Improved instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23 Details	Reviews			
Strategy 23: Provide training opportunities for staff on changes with state assessments and curriculum Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24 Details	Reviews			
Strategy 24: Provide staff development about effective inclusion models Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25 Details	Reviews			
Strategy 25: Continue to train staff about Texas college and career readiness standards Strategy's Expected Result/Impact: Improved instruction; higher rate of graduates Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
				344
Strategy 26 Details	Reviews			
Strategy 26: Provide staff development as needed and support for TEKS updates, differentiated strategies, ELA academies, and best practices Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Principal, Assistant Principal, and faculty	Formative			Summative
	Nov	Jan	Mar	June

Strategy 27 Details	Reviews			
Strategy 27: Train teachers to use curriculum effectively in all subjects using the following resources (but not limited to): Data disaggregation 7 Steps strategies Math Interventions Reading Interventions Writing Strategies Professional Development in district and out of district for reading, ESL, Writing and Math Use of STAAR and DRA data MAP mClass Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Administrators and teachers Funding Sources: - 211-Title IA, - 255-Title IIA, - IDEA B, - Local Funding, - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 28 Details	Reviews			
Strategy 28: Provide teachers with substitutes as needed for ELL, SPED, Math and Balanced Literacy training to be able to provide teachers with the proper enrichment training for teaching small groups based on individual needs and to make sure teachers have the foundations necessary to teach our learners using current strategies, specifically for ELL and SPED students. Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Principal, Academic Coaches Funding Sources: - Local Funding, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				345
Strategy 29 Details	Reviews			
Strategy 29: Administrators will encourage certified teachers to apply for ESL, GT, and SPED certifications so that all teachers are trained to meet the needs of diverse learners. Strategy's Expected Result/Impact: Retention of faculty, improved instruction Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 30 Details	Reviews			
Strategy 30: Campus will continue to interview and hire certified teachers for our campus. Through the use of our Academic Coach model, we will work to make sure that no teacher has a "practice year" and that no teacher goes unsupported Strategy's Expected Result/Impact: Improved instruction, retention of HQ teachers Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 31 Details	Reviews			
Strategy 31: Campus will use T-TESS as our teacher appraisal instrument. Teachers will set both professional growth and student growth goals that are aligned with district and campus goals Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 32 Details	Reviews			
Strategy 32: Provide all information, requirements and deadlines for staff to complete trainings for Maltreatment, Child Sexual Abuse, Suicide, Sexual Harassment, Blood-born Pathogens, Crisis Management, Texas Behavior Support Initiative (TBSI), Privacy rights/confidentiality (FERPA), discipline referral procedure, Behavior Intervention Plans (BIP), AED use Staff Responsible for Monitoring: Administrators, Nurse, Counselor, District Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 33 Details	Reviews			
Strategy 33: Evaluate and monitor students and train teachers to improve instruction for ELLs students in all core subjects and on TELPAS Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 34 Details	Reviews			
Strategy 34: Evaluate and monitor students and train teachers to improve instruction for ELLs students in all core subjects and on TELPAS Strategy's Expected Result/Impact: walk throughs, sign in sheets, observations, TELPAS scores Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 35 Details	Reviews			
Strategy 35: Use district/campus personnel to provide needed support for all teachers working with LEP/SPED students Strategy's Expected Result/Impact: classroom observations, walk throughs, sign ins Staff Responsible for Monitoring: Curriculum Specialist, Program Directors, Administrators, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 36 Details	Reviews			
Strategy 36: Ensure that all faculty are responsible for the instruction of all LEP students by attending trainings offered by the district for support of these students Strategy's Expected Result/Impact: certificates, lesson plans, walk throughs Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers, Program Directors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 37 Details	Reviews			
Strategy 37: Identify LEP students' level of English proficiency using OLPT as a guide to providing appropriate instruction Strategy's Expected Result/Impact: Placement PLC data Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 38 Details	Reviews			
Strategy 38: Require staff development and implementation of 7 Steps Strategies Strategy's Expected Result/Impact: certificates, walk throughs Staff Responsible for Monitoring: Staff Responsible for Monitoring Curriculum Specialist, Administrators, Academic Coaches, Teachers, Director of Elementary Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 39 Details	Reviews			
Strategy 39: Provide effective instruction so that LEP students progress at least one proficiency level in TELPAS and one year's growth in STAAR Strategy's Expected Result/Impact: Walk throughs, observations, lesson plans, TELPAS results and STAAR results Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 40 Details	Reviews			
Strategy 40: Provide Curriculum Specialists/Academic Coaches to model lessons and support addressing the academic needs of all at-risk students across the curriculum. One academic coach will be dedicated strictly to our ELL students to work with the teachers and students to support growth of our ELL students. Strategy's Expected Result/Impact: Staff development on Student growth across the grade levels evidenced in student data using Aware and STAR Renaissance. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 41 Details	Reviews			
Strategy 41: All teachers of EL students will work to increase student language master and academic vocabulary acquisition through sheltered instruction techniques and dual language. Strategy's Expected Result/Impact: TELPAS STAAR Lesson plans Observations for DTAS Staff Responsible for Monitoring: Teachers Academic Coaches Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 42 Details	Reviews			
Strategy 42: All EL teachers will implement the strategies learned in research based trainings for working with English Language learners Strategy's Expected Result/Impact: TELPAS STAAR Lesson plans Observations for DTAS Staff Responsible for Monitoring: Teachers Academic Coaches Adminstrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 43 Details	Reviews			
Strategy 43: Academic Coaches will model rigorous lessons through peer observations and roll out feedback through reflective conversations. Strategy's Expected Result/Impact: Increased collective teacher efficacy Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 44 Details	Reviews			
Strategy 44: Provide professional development in UDI/SDI to assist teachers and instructional specialists in differentiating instruction. Strategy's Expected Result/Impact: Increase students' access to the curricula Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				348
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: 100% of campus/district leadership team members will be offered the opportunity for professional learning in order to stay abreast of the latest research based trends in education in order to support classroom instruction.

Evaluation Data Sources: T-PESS/District Administrator Appraisal System -Professional Development opportunities aligned to performance and goal setting data

Strategy 1 Details	Reviews			
Strategy 1: Faculty, Staff, Counselor, and Administrators will continue to be trained in research based best practices and to improve student success in all academic areas. Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Faculty, Staff, Counselor, and Administrators	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Through efficient and effective management, department/campus resources and support will be equitably distributed and maximized.

Evaluation Data Sources: 2018-2019 District Budget
2019-2020 Staffing

Strategy 1 Details	Reviews			
Strategy 1: Principal and campus secretary attend District Business Operations Training for budget managers in order to support and enforce policies and procedures for correct budget management procedures on campus. Strategy's Expected Result/Impact: Documented training sign in sheets. Good budget management procedures conducted on campus with local, state and federal funds. Staff Responsible for Monitoring: Principal, School Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review all budget issues with site- based decision making team. Strategy's Expected Result/Impact: Equitable resources for all students Staff Responsible for Monitoring: Principal, School Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Coordinate with district budget managers when planning Master Schedule, professional development, and support materials in order to meet needs of all students. Strategy's Expected Result/Impact: Maximize instructional time Staff Responsible for Monitoring: Principal, Directors of Technology and Federal Programs, Business Office, and HR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide a PREK/K round up for parents and students to prepare for transition from home/school to PK or kindergarten Strategy's Expected Result/Impact: Planning and implementation of PREK/Kinder round up/agenda and sign in sheet of PREK/Kinder round up event. Staff Responsible for Monitoring: Academic Coaches/Principal/Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide opportunity for parents and students of 4th grade to prepare for transition to 5th grade by working with Barber and Dunbar on scheduling a campus visit for 4th grade and discussing necessary classes for students who are not successful on STAAR. Strategy's Expected Result/Impact: Schedule with Dunbar/Barber for campus visit, communications counselors and teachers Staff Responsible for Monitoring: Administrators, Counselors and Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Utilize Communities in School to provide assistance with clothing, food, health supplies, etc. Strategy's Expected Result/Impact: CIS records Staff Responsible for Monitoring: CIS, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide Spanish interpretation during programs and meetings Strategy's Expected Result/Impact: Interpreter documented Staff Responsible for Monitoring: Assistant Principal, Bilingual Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Evaluate instructional materials available and recommend materials where necessary Strategy's Expected Result/Impact: Vertical alignment of resources Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Ensure 100% of staff, students, and departments have the necessary infrastructure, training, hardware and software to support effective and efficient operations.

Evaluation Data Sources: Inventory, network usage, five year technology plan, work orders, and help desk calls

Strategy 1 Details	Reviews			
Strategy 1: Purchase additional technology for classroom use and monitor student programs Strategy's Expected Result/Impact: TELPAS STAAR Observation of use of technology Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide school supplies, clothing and transportation for identified homeless students in order for them to attend school on a daily basis and meet federal and state standards on assessments. Strategy's Expected Result/Impact: Students and parents have the tools they need to send/come to school and be successful Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor, CIS, District Social Worker	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continued use of Skyward by teachers and parents to access student information Strategy's Expected Result/Impact: Agenda, meeting minutes, documentation of use Staff Responsible for Monitoring: Principal, Teachers, PEIMS Clerk	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to use ST Math for math in grades 1-4. Strategy's Expected Result/Impact: Increase of student understanding of math concepts Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase instructional materials and resources in order to prepare students for the rigor of state standards and assessments for Math Strategy's Expected Result/Impact: Increase of student understanding of math concepts Staff Responsible for Monitoring: Administrators, Academic Coaches ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Brooke Newell	Principal
Paraprofessional	Mariah Salas	Principal Secretary
Administrator	Hayde Lopez	Assistant Principal
Bilingual Dyslexia Specialist	Ashley Sanchez	Bilingual Dyslexia Specialist
Classroom Teacher	Blas Martinez	4th
Math Academic Coach	Erin Grasha	Math Academic Coach
RLA Academic Coach	Vilma Vazquez Martinez	RLA Academic Coach
Classroom Teacher	Kaitlyn Ashley	KG
District-level Professional	Susan Cook	RLA Curriculum Specialist

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Math Vertical Team

Committee Role	Name	Position
Math Academic Coach	Erin Grasha	Math Academic Coach
Classroom Teacher	Lauren Stephenson	PK
Classroom Teacher	Joy Cole	1st
Classroom Teacher	Betzy Corral	2nd
Classroom Teacher	Talyor Sanders	3rd
Classroom Teacher	Alex Milligan	4th
Classroom Teacher	Amanda Zimmerman	SE
Classroom Teacher	Jill Gonzales	PE
Classroom Teacher	Brenda Gonzalez	4th
Classroom Teacher	Brianna Healy	KG

Reading Vertical Team

Committee Role	Name	Position
ELAR Academic Coach	Vilma Vazquez Martinez	ELAR Academic Coach
Classroom Teacher	Carolyn May	PK
Classroom Teacher	Courtney Junemann	KG
Classroom Teacher	Petra Ortega	1st
Classroom Teacher	Jenelle Healy	2nd
Classroom Teacher	Michelle Ray	3rd
Classroom Teacher	Irene Alhamra	4th
Classroom Teacher	Flor Herrera	SE
Classroom Teacher	Zulma Walker	Librarian
Classroom Teacher	Janet Tuttle	1st

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Writing Vertical Team

Committee Role	Name	Position
Bilingual Dyslexia Specialist	Ashley Sanchez	Bilingual Dyslexia Specialist
Classroom Teacher	Eva Busch	KG
Classroom Teacher	Maria Barkhausen	KG
Classroom Teacher	Alan Jimenez	1st
Classroom Teacher	Alma Ramos	2nd
Classroom Teacher	Mallorie Patterson	3rd
Classroom Teacher	Megan Betcher	4th
Classroom Teacher	Lisa Gustke	SE
Classroom Teacher	Hillary Baker	Art

Science Vertical Team

Committee Role	Name	Position
Classroom Teacher	Mercedes Ceballos	3rd
Classroom Teacher	Emily Urbin	3rd
Classroom Teacher	Tasha Rehm	KG
Classroom Teacher	Rosanna Blest	1st
Classroom Teacher	Misty Fisher	2nd
Classroom Teacher	Blas Martinez	4th
Classroom Teacher	Elissa Cox	SE
Nurse	Casey Gillikin	Nurse
Classroom Teacher	Jenny LeBlanc	SE
Classroom Teacher	Sandra Ontiveros	2nd

Social Studies Vertical Team

Committee Role	Name	Position
Classroom Teacher	Kimberly Varela	PK
Classroom Teacher	Kaitlyn Ashley	KG
Classroom Teacher	Murray Rochelle	1st
Classroom Teacher	Jia LeBlanc	2nd
Classroom Teacher	Aylin Garcia	3rd
Classroom Teacher	Julia Korhonen	4th
Classroom Teacher	Derek Benton	Behavior Specialist
Classroom Teacher	Tyler McCord	Music
Dyslexia Specialist	Jennifer Hong	Dyslexia Specialist
Counselor	Shannon Clark	Counselor

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	27			\$0.00
4	1	28			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	27			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	27			\$0.00
4	1	28			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	27			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	27			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

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Dickinson Independent School District

Hughes Road Elementary School

2021-2022 Campus Improvement Plan



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Mission Statement

We will create a safe learning environment by building positive relationships with our students, their families, and the community while establishing a solid educational foundation.

Vision

Together we will shape the future by inspiring and empowering lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hughes Road is a Title I campus that serves approximately 665 students in grades PK to 4.

Our student population is made up of 40 % Hispanic, 31% White, 25% African American, 1% Asian and 3% Two or more. 70% of our students are Free/Reduced lunch and 45% of our population is At-risk. Our staff is composed of 69% White, 18% African American, and 13% Hispanic.

Our average daily attendance rate is 94%.

Hughes Road Elementary services 51 English Language Learner students, 53 students in the Gifted and Talented program, 20 students identified for 504 services, and 95 students are currently served through special education services.

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Demographics Strengths

- * HRES serves a diverse population and staff is diversified to match student demographics
- * Diversity of the student body and community enrich students experiences at HRES
- * Many teachers are ESL and GT Certified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates are low - yearly average 95%. **Root Cause:** Many parents do not see the importance of sending their children to

school everyday.

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Student Achievement

Student Achievement Summary

Hughes Road is a campus that services the needs of a diverse population of students, parents, and staff. Hughes Road Elementary has high expectations for all staff, students, and parents. We have school-wide expectations and programs in place that contribute to the positive school climate. We continue to strengthen our school organization by continuing to implement initiatives and policies.

Throughout the school year a variety of assessments play a key role in campus academic performance.

MAP EOY SUMMARY REPORT- SEE ATTACHED ADDENDUM

STAAR 2021-SEE ATTACHED ADDENDUM

2021 TELPAS Score Summary

Student Achievement Strengths

Our strengths are:

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- Having access to multiple forms of curriculum - textbooks, LLI, multiple on-line resources, leveled literacy materials, and mentor texts
- Support for Special Education students, as well as students who struggle with behavior
- Encouraging students to set and track goals and reflect in content areas
- Academic Coaches in the classrooms with teachers to model and coach
- Instructional Support - Certified teachers as well as instructional paraprofessionals working with students within the classroom
- Celebrations for student work
- RTI, 504 collaborative meetings
- Weekly PLC collaboration opportunities

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Classroom instruction and intervention are not meeting the needs of all students in achieving a full years growth in reading and math **Root Cause:** Instruction and intervention focus on students meeting standards not on depth of understanding.

Problem Statement 2 (Prioritized): Large number of students in Tier I are not successful which results in an increased amount of students who are placed in tier 2/3 **Root Cause:** Tier 1 instruction is not successful and must be a focus of leadership/grade level teams.

School Culture and Climate

School Culture and Climate Summary

HRE is a safe, welcoming and friendly place to learn. Our campus offers a well maintained and clean environment. Our students enjoy coming to school. They are greeted daily with words of encouragement and a genuine sense of caring by all staff and volunteers. Our students are provided free breakfast or a snack pack to better prepare them for learning.

School safety is a priority on the campus. Students and staff participate in safety drills to ensure adequate preparation in case of an emergency. The HRES counselor provides students with character education classes and anti-bullying presentations.

Our campus focus is on high expectations in regards to academics as well as building relationships with our students and their families. Although we are building relationships between families and staff, student attendance is below the district goal of 98%, motivational incentives will be utilized each nine weeks. Through the use of our campus initiative Vision Management, we continued to reduce the percentage of students who are lacking in social skills, displaying appropriate behavior in the learning environment, as well as responding appropriately to adult requests. We will also continue to use Restorative Practices to build relationships with our students and their families.

We offer extra academic support, small group work, after the direct instruction has occurred, tutorials, use of instructional support and paras for small group, and one-on-one Behavioral support to our students. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. The sharing of each other's talents and thinking, while focusing on the right work, keeps PLC members doing whatever it takes to improve student performance.

School Culture and Climate Strengths

- Students & Staff feel safe
- Extracurricular activities available for students - art club, robotics, Makerspace
- No Place for Hate
- Career presentation focus and planning
- Anti-bullying presentations
- Common planning time for grade levels
- Campus Wide Discipline plan in place (Vision Management/Restorative Practices)
- 2020-21 Communities In Schools assists in supporting students and their families
- Operation School Bell
- Community Partner
- Staff care project

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hughes Road strives to interview and employ highly qualified teachers and instructional paraprofessionals and to work closely with district Educational Services and Human Resources departments to provide trainings and assistance to those who might need support. Open instructional positions are posted on our district website with ample time to recruit certified and effective individuals prior to the beginning of the school year.

Teachers, Academic Coaches, and administrators are involved in the interviews. Retention of highly qualified teachers is supported by the mentoring program which is provided by the district as well as at the campus level.

At this time, Hughes Road teachers are 100% highly qualified. We have eight new staff members due to either transfers, resignations or added positions.

Staff members have attended professional development in researched based strategies such as: Navigating the ELPs, Fundamental 5, and 7 Steps to a Language-Rich Interactive Classroom, reading training, math training, Lead4Ward, Restorative Practices, and Special Education training provided by the District. Implementation will be monitored by administrative walk thrus and ongoing campus staff development.

Hughes Road will be an AVID campus during the 2021-2022 school year. Campus administration and leadership team participated in the Global PD offered by Solution Tree.

To share the strengths of the most effective teachers, Academic coaches will provide novice teachers opportunities for coaching sessions and time to observe expert teachers.

Staff Quality, Recruitment, and Retention Strengths

- Utilize the Human Resource Department, online application resources to find qualified applicants
- Campus interview committee involved in hiring
- Continuous professional development for best practices in academics to assure students are receiving good first teaching
- District and campus mentoring programs promote the development of new teachers
- Professional development programs provided by district & campus, focused on specific needs/multiple opportunities throughout summer as well

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Ongoing training is needed to provide effective delivery of instruction. **Root Cause:** Lack of time during the school year and coverage for training during the day.

Problem Statement 2 (Prioritized): Academic coaches are needed to mentor teachers as well as serve in other capacities. **Root Cause:** Lack of time due to multiple responsibilities. (GT, RTI Coordinator, etc...)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus will meet state and federal accountability standards for 2020-21 and all performance indicators at each tested area will be at or above the state average. Curriculum, instruction, and assessment must all be in alignment for students to be successful. Our students' academic performance and achievement level will reflect excellence in learning and attainment of high expectations and high standards.

Each grade level has a common planning time where they are able to collaborate with each other as well as with their Academic Coaches each week to determine and discuss research-based best practices for implementation of meaningful activities designed to meet the needs of all students through a balanced literacy and math program. In addition to whole-group instruction, remediation and differentiation occurs in small groups informed by data analysis. Assessment, both formative and summative, is on-going, following district guidelines for CBAs and Benchmarks, and using common assessments in the classroom to guide instruction.

AVID schoolwide systems will ensure improved academic performance for all students on their path to college and career readiness.

During the school day students receive targeted interventions that are data-driven by student academic needs. All grade levels are expected to be working with a specific sub-group of students on documented identified needs. (provided by teachers, paraprofessionals, and academic coaches). We will also continue utilizing LLI interventions with some students and for 2021-2022 we will continue to focus on academic growth and advancement.

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Campus Administrators, Curriculum Specialists and Academic Coaches will actively monitor classroom teaching. Curriculum Specialists and Academic Coaches will provide additional support to each team through aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation and mentoring.

Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence/Place mats and planned units which are aligned with the TEKS
- MAP testing three times a year
- PLCs
- On-going training provided to teachers on Balanced Literacy & curriculum knowledge & small group instruction in math
- Continue with targeted intervention during units
- Instructional Coaches provide coaching to teachers in order to improve tiered instruction
- Teachers utilize Lead4ward field guides and resources for planning and instruction

- Dyslexia services are provided to identified students
- Prodigy is used as an intervention/reinforcement in math for grades 1st - 4th
- Data is analyzed to improve instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Web based programs for students to participate in during distance learning **Root Cause:** COVID

Problem Statement 2: As a campus, departments need to participate in vertical alignment opportunities on a consistent basis.

Problem Statement 3 (Prioritized): All students need to be reading at or above grade level at the end of second grade. **Root Cause:** Intervention in kindergarten and first grade needs to be targeted and consistent.

Problem Statement 4: Tiered Interventions are not effective.

Parent and Community Engagement

Parent and Community Engagement Summary

Hughes Road strives to maintain a strong partnership with parents and guardians of our students.

We offer a wide variety of parent nights, Title I meetings, curriculum nights and other events to continue building parent and family involvement. We utilize a variety of tools to communicate in order to make sure families stay informed about the campus as well as the district, including social media (Twitter, Facebook), campus website, newsletters, calendars, call-outs, etc..

Parents can access their child's grades/attendance through Skyward Family and Student Access. Campus survey provided for parental input.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

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Parent and Community Engagement Strengths

- Opportunity to participate in site based decision making process (CIC)
- Increased communication between parents and school
- Family support services provided by counselor, district social worker
- On-going parent conferences
- Meet the Teacher
- Open House
- Title I Mtgs
- Family Night
- Instructional Nights
- Career Days

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent engagement needs to increase on campus. This will be difficult due to limited number of visitors being allowed on campuses during the 2020-2021 school year because of COVID-19. **Root Cause:** COVID-19, lack of interest or work prevents parents from being able to be involved.

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School Context and Organization

School Context and Organization Summary

Hughes Road Elem is a PK - 4 campus. We also offer SAILS and ECSE. Grades 2-4 are semi-departmentalized, students have one teacher for math & science and another for language arts & social studies. PK-1st are self-contained. All grade levels have a common planning time where they are able to collaborate and design engaging lessons. Teachers meet one day each week with Academic Coaches to design lessons and determine necessary resources. Academic Coaches are assigned content areas. They are responsible for planning, coaching, modeling, and mentoring the teachers in order to ensure that best practices are implemented in all classrooms.

Teachers meet weekly for Collaborative Team Time (CTT) where they engage in professional development, work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. Extended collaboration times are held to engage in desegregating data and determining needs of students in order to further drive instruction. We meet as a faculty in order to further our professional development and to relay pertinent information. The Administrative Team, which is made up of the Principal, Asst. Principal, and the Academic Coaches, meets on a weekly basis in order to collaborate and discuss students, academics, initiatives and implementation items, and overall functioning of the facility.

Members from our staff serve on the District Education Improvement Committee as well as on the Campus Improvement Committee.

School Context and Organization Strengths

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- Campus schedule is structured to maximize instructional time
- CTT's are designed to increase dialog, depth of knowledge regarding TEKS and analysis of data, prior to lesson design and then allowing for individual teacher autonomy to make adjustments to meet the needs of their students.
- Academic Coaches are utilized to support teachers' instruction
- Vision Management strategies
- Schoolwide implementation of Restorative Practices
- No Place For Hate campus
- Utilization of pre-planning documents
- Implementation of instructional strategies from the lead4ward playlist

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Staff will need support and possibly additional resources to successfully return from extended break due to pandemic. **Root Cause:** COVID

Problem Statement 2: Teachers will need assistance/clarification with adjusted curriculum due to COVID, so that it is targeted and laser focused. **Root Cause:** COVID and adjusted scope & sequence.

Technology

Technology Summary

HRES is aware that instructional technology is a critical component to ensuring students are prepared for success in college and the workforce. HRES uses technology to support the diverse learning needs of our students. Every content area classroom has a computer, document camera, and a projector. Hughes Road has two computer labs and numerous chrome book carts for grade levels to share. The campus benefits from a technology specialist who is on our campus twice a month to train, model and answer questions regarding the implementation of technology integration.

HRES will utilize MAP to access what 4th grade students are ready to learn and will begin using MCLASS for grades K-3. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

Technology Strengths

- Teachers utilize the two computer labs, and chrome carts to immerse students in the internet and technology
- On-Line Resources for students & staff
- Additional chrome books were added for student use 2020-2021.
- Campus wide instructional technology: Fast ForWord, Prodigy, HMH. For assessment purposes students use MAP and MAP Fluency. Students attend a technology class weekly.

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Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): The campus is in need of additional devices in order for students to have access to appropriate technology resources. **Root Cause:** Monies need to be budgeted in this function.

Problem Statement 2: Many students do not have access to the internet and/or a device at home during pandemic or otherwise. **Root Cause:** Not a priority or lack of money.

Priority Problem Statements

Problem Statement 1: Student attendance rates are low - yearly average 95%.

Root Cause 1: Many parents do not see the importance of sending their children to school everyday.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Classroom instruction and intervention are not meeting the needs of all students in achieving a full years growth in reading and math

Root Cause 2: Instruction and intervention focus on students meeting standards not on depth of understanding.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Large number of students in Tier I are not successful which results in an increased amount of students who are placed in tier 2/3

Root Cause 3: Tier 1 instruction is not successful and must be a focus of leadership/grade level teams.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Ongoing training is needed to provide effective delivery of instruction.

Root Cause 4: Lack of time during the school year and coverage for training during the day.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

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Problem Statement 5: Academic coaches are needed to mentor teachers as well as serve in other capacities.

Root Cause 5: Lack of time due to multiple responsibilities. (GT, RTI Coordinator, etc...)

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: All students need to be reading at or above grade level at the end of second grade.

Root Cause 6: Intervention in kindergarten and first grade needs to be targeted and consistent.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Parent engagement needs to increase on campus. This will be difficult due to limited number of visitors being allowed on campuses during the 2020-2021 school year because of COVID-19.

Root Cause 7: COVID-19, lack of interest or work prevents parents from being able to be involved.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: The campus is in need of additional devices in order for students to have access to appropriate technology resources.

Root Cause 8: Monies need to be budgeted in this function.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

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Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: During 2021-22, All students will show one year or more growth in reading, as well as improve their meets/exceeds performance on the standards set for Reading STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Improved STAAR results, TELPAS, CBA's, MAP, MClass, IEP progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the district balanced literacy plan in order to provide balanced literacy instruction in the classroom through the use of Leveled Literacy materials and attend professional development designed to increase student reading comprehension and fluency. Strategy's Expected Result/Impact: MCLASS ,CBAs, MAP, TELPAS, STAAR results Staff Responsible for Monitoring: Administrators Curriculum Specialist Academic Coach Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Curriculum Specialist for training - Local Funding, Professional development - 211-Title IA - \$3,000, Provide PD materials - 255-Title IIA - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				380
Strategy 2 Details	Reviews			
Strategy 2: New teachers and teachers new to the district will attend targeted during and/or after school professional development for K through 4th grade Balanced Literacy implementation Strategy's Expected Result/Impact: MCLASS, CBAs, MAP, STAAR, running records Staff Responsible for Monitoring: RLA Curriculum Specialist Academic Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Academic coach will model and support teachers as needed with the implementation of balanced literacy, reader and writer's workshop. Strategy's Expected Result/Impact: Small group instruction, classroom environment, student progress by at least 3 DRA levels. Staff Responsible for Monitoring: Academic Coach	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use supplemental instructional materials that support professional development areas in order to improve student scores in: Writing, Comprehension, Phonics, Guiding Reading and Writing Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA's, benchmarks and STAAR. Staff Responsible for Monitoring: Principal, Academic Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Using formative assessments of learning, grade level team members will respond to the needs of students in a timely manner. If needed, RTI will be implemented for students not meeting grade level expectations. Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, MAP, STAAR Staff Responsible for Monitoring: Academic Coach, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: GT curriculum will be provided to identified students during the school day. Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, MAP, STAAR Staff Responsible for Monitoring: Academic Coach (GT Coordinator), Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources Strategy's Expected Result/Impact: Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders Staff Responsible for Monitoring: Principal, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Teachers will review TELPAS proficiency levels from previous year in Reading, Listening, and Speaking and monitor ELL progress throughout the year. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS and STAAR. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Teachers will use the following to teach and plan -HMH resources -Units of Study Writing -New ELAR TEKS will be studied and taught to the appropriate depth and complexity Strategy's Expected Result/Impact: Increase in STAAR performance Staff Responsible for Monitoring: Academic Coach, Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population to increase student performance. Some training may be virtual. Strategy's Expected Result/Impact: Increase in STAAR scores Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literary Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di) Strategy's Expected Result/Impact: Increase in STAAR scores Staff Responsible for Monitoring: Curr. Specialist, Administrators, Academic Coach	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2: During 2021-2022, All students will improve their meets/exceeds performance on the standards set for Math STAAR.

Evaluation Data Sources: Improved STAAR results, CBA's, MAP, IEP progress monitoring

[illegible]

Strategy 5 Details	Reviews			
Strategy 5: GT Enrichment will be provided to identified students during the school day. Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, STAAR Staff Responsible for Monitoring: Principals & Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen student's problem solving skills Strategy's Expected Result/Impact: Lesson plans, classroom observations Staff Responsible for Monitoring: Academic Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will effectively implement both whole and small group instruction as well as utilize learning centers as independent review and extension of the lesson. Strategy's Expected Result/Impact: Lesson plans, classroom observations, PLC's Staff Responsible for Monitoring: Academic Coach & Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population to increase student performance. Some training may be virtual. Strategy's Expected Result/Impact: Increased STAAR scores Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				384
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: During 2021-2022, All students will meet/master standards set for Writing STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Improved STAAR results, CBA's, PBMAS, TELPAS, IEP progress monitoring, writing portfolios

Strategy 1 Details	Reviews			
Strategy 1: Conduct vertical alignment meetings one time per month to discuss essential learning in each grade level in Writing. Strategy's Expected Result/Impact: Agendas, sign-in sheets, data Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Academic coach will model and support teachers as needed with the implementation of writers workshop. Strategy's Expected Result/Impact: Small group instruction, classroom environment, student progress Staff Responsible for Monitoring: Academic Coach, Principal, Assistant Principal Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental instructional materials that support professional development. -Writing Academy - Comprehension Toolkit -Phonics -Guiding Readers and Writers -Phonics Lessons -Phonics Lessons Teaching Resources CD-Rom Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA's, benchmarks and STAAR. Staff Responsible for Monitoring: Principal, Academic Coach Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will review TELPAS proficiency levels from previous year. Monitor EL progress throughout the year. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS and STAAR. Staff Responsible for Monitoring: Assistant Principal, Academic Coach, LPAC, ESL teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development and materials that support ongoing training. i.e., book studies, teacher resources, Region IV, Writing PD Strategy's Expected Result/Impact: Documented sign in sheets of trainings classroom environments, small guided groups, rigorous station activities and formative data binders Staff Responsible for Monitoring: Principal, Academic Coach Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Lesson plans and classroom instruction reflect the most up to date district curriculum/place mats and meet expectations for level of rigor Strategy's Expected Result/Impact: Students are able to communicate what they are learning using the noun, verb, and context in the student expectation Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Implement specific writing strategies in order to increase teacher understanding and instructional delivery for developing personal narrative and expository compositions; implement writing portfolios for every student with periodic portfolio checks. Strategy's Expected Result/Impact: Lesson plans, writing portfolios Staff Responsible for Monitoring: RLA Curriculum Specialist, Academic Coach Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				386
Strategy 8 Details	Reviews			
Strategy 8: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population to increase student performance. Strategy's Expected Result/Impact: Increase in STAAR scores Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literary Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di) Strategy's Expected Result/Impact: Increase in STAAR scores Staff Responsible for Monitoring: Curr. Specialist, Administrators, Academic Coach		Formative			Summative
		Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue					

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: During 2021-2022, 100% of ELL students will show one year or more growth in English language acquisition and meet minimum STAAR standards.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Review TELPAS proficiency levels from previous year. Monitor EL progress throughout the year. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS and STAAR. Staff Responsible for Monitoring: Assistant Principal, LPAC, ESL teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide differentiated classroom instruction to foster language acquisition through discussions from teacher to student, student to student, and student to teacher utilizing district resources such as HMH EL support and 7 Steps to Language Acquisition. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Academic Coaches, Principal & Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
				388
Strategy 3 Details	Reviews			
Strategy 3: Evidence of ELPS implementation will be in lesson plans, in class room, and observed during instruction daily. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Academic Coaches, Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing professional development for teachers of ELL students Strategy's Expected Result/Impact: Documented sign in sheets of trainings, classroom environments, evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will post language objectives on the board and incorporate them in their lessons Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Academic Coaches, Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population to increase student performance. Some training may be virtual. Strategy's Expected Result/Impact: Increase in STAAR scores TELPAS Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: During 2021-22 we will ensure 100% of students are offered well-rounded educational opportunities.

Evaluation Data Sources: Improved STAAR results, Increased interest in STEM activities

Strategy 1 Details	Reviews			
Strategy 1: HRES will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Robotics Coaches, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: HRES will promote well-rounded educational opportunities for students in grades 1-4 through Maker Space. (Supplies, materials and technology will be needed in order to provide this opportunity to all students.) Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Librarian	Formative			Summative
	Nov	Jan	Mar	June
				390
Strategy 3 Details	Reviews			
Strategy 3: Recess will be provided to all students every day. Strategy's Expected Result/Impact: Promote healthy living through daily exercise Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Art & Music will be provided weekly to students. (Supplies and materials will be purchased as necessary.) Strategy's Expected Result/Impact: To encourage student interest in and promote awareness of the fine arts. Staff Responsible for Monitoring: Fine Arts Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 6: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and supporting students through Rti interventions, individual students and student groups will show an increase in scores in math, reading and writing.

Evaluation Data Sources: MAP, CBAs, Classroom Observations, STAAR results, PSBM results, State and Federal System Safeguards

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide additional support to assist at-risk students. Interventionist will - plan, model, observe and evaluate lessons for students at-risk as well as provide interventions for at-risk students. Strategy's Expected Result/Impact: Documentation of Interventionist data. Classroom teachers continuing modeled practices. STAAR scores of at-risk students . Staff Responsible for Monitoring: Interventionist Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will continue to be trained in research based best practices which will enhance student success in all academic subjects. Strategy's Expected Result/Impact: Increased assessment scores Targeted/Effective instruction in the classroom Staff Responsible for Monitoring: Principal Academic Coaches, Interventionist Classroom Teachers Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				391
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize data to guide instruction. Weekly PLC meetings will allow Academic coaches/Administrators to assist teachers in analyzing data through the use of various resources (Lead4ward) to target their instruction. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Teachers Academic Coaches Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will actively participate in PLC meetings that are focused on instruction, planning, professional development and student improvement. Strategy's Expected Result/Impact: Plans and Classroom instruction that is aligned with TEKS Increased student performance Staff Responsible for Monitoring: Academic Coaches Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Instructional staff will attend Reading, Math, Science, and Social Studies Focus trainings that model research based best practices in those content areas. Some training may require travel. Some training may be virtual. Strategy's Expected Result/Impact: Effective instructional strategies implemented in the classroom Increase in student performance Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will design lesson plans and implement instruction that reflects the most up to date district curriculum/Placemats at the correct level of rigor. Strategy's Expected Result/Impact: Increase in student performance Students who are able to articulate the learning objective and successful Staff Responsible for Monitoring: Teachers Academic Coaches Administrators	Formative			Summative
	Nov	Jan	Mar	June
				392
Strategy 7 Details	Reviews			
Strategy 7: Promote Career & College Readiness by incorporating conversations during designated AVID focused instruction, promotion of wearing college shirts, AVID bulletin boards, and by using the AVID instructional strategies and principles. Strategy's Expected Result/Impact: Increase in college and career awareness Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Increase student attendance from 94% to 97%.

Evaluation Data Sources: Increased student attendance as shown through weekly PEIMS/Skyward/Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly guidance lessons with the campus counselor Strategy's Expected Result/Impact: Reduction in discipline referrals, increase in student attendance Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use of school wide discipline plan to provide a positive, safe learning environment. Strategy's Expected Result/Impact: Decrease office referrals Staff Responsible for Monitoring: Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. Strategy's Expected Result/Impact: Documented services and materials supplied to students, increase in student attendance Staff Responsible for Monitoring: Counselor, District Social Worker	Formative			Summative
	Nov	Jan	Mar	June
				393
Strategy 4 Details	Reviews			
Strategy 4: Teachers will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting within time required by district and state. Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. Staff Responsible for Monitoring: Administrators, Campus Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Staff members will attend training and receive reading materials on safety, restorative practices, and/or relationship building in order to promote a safe learning environment. Strategy's Expected Result/Impact: Decrease office referral Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Through our programs, parent communication, and business partnerships, we will form highly effective relationships that support student success.

Evaluation Data Sources: Increased student, parent and community participation in school activities

Strategy 1 Details	Reviews			
Strategy 1: Increase parent communication and awareness of events through social media and newsletters. Strategy's Expected Result/Impact: Social media correspondence and newsletters Staff Responsible for Monitoring: Administrators & Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities. Strategy's Expected Result/Impact: Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys. Staff Responsible for Monitoring: Principal, Asst. Principal, Office Staff, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. Strategy's Expected Result/Impact: Documentation of fliers, invitations, meetings, open house provided. Number of Kindergarten students registered prior to August 2020. Staff Responsible for Monitoring: Principal, Counselor, Teachers, Attendance Clerk/Registrar	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Hold Family Literacy and Math Night to promote the importance of reading, writing and math. Provide parents with information regarding how they can support their child at home academically. Strategy's Expected Result/Impact: Analysis of parent surveys, attendance sheets, copy of newsletters/informational sheets sent home Staff Responsible for Monitoring: Academic Coaches, Administrators, Classroom Teachers, Principal, Asst. Principal Funding Sources: Parent Involvement snacks - 211-Title IA - \$200, Parent Involvement instructional materials - 211-Title IA - \$200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Parents will be invited to all school functions such as Open House, awards assemblies, Parent Orientation/Title 1 meetings, Thanksgiving Luncheon, music programs, evening book fairs, field day Strategy's Expected Result/Impact: Parent survey, sign in sheets Staff Responsible for Monitoring: Academic coaches, Administrators, classroom teachers, counselor, librarian	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Staff and campus web pages will be kept current and used to communicate with parents and the community. Strategy's Expected Result/Impact: Web pages Staff Responsible for Monitoring: Principal, Secretary & Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Opportunity for parents to attend & participate in conferences, ARD's, LPAC's, 504's, RTI's as needed. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Administrators, RTI Facilitator, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: The campus will make available the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the campus library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Parent Engagement Coordinator will be utilized this year to assist with coordinating and documenting communications and events. Strategy's Expected Result/Impact: Increased parent engagement, timely communication, focused events based on student/parent needs Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Maintain a turnover rate of 5% or less through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Evaluation Data Sources: Number of retained teachers at the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a Mentor Teacher located on the campus. Strategy's Expected Result/Impact: Documented meetings, trainings, and classroom observations provided by Director of Pro. Dev. Small turnover rate of staff. Staff Responsible for Monitoring: Dir. of Prof Development, Mentor Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom. Strategy's Expected Result/Impact: PDAS, walk-throughs and scheduled appraisals Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: During and/or after school professional development for balanced literacy and guided math will be provided to K - 4th grade teachers. Strategy's Expected Result/Impact: Documented meetings, trainings and classroom observations Staff Responsible for Monitoring: Principal, Assistant Principal, Math and ELA Curriculum Specialists, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Give timely feedback to teachers from walkthrough visits and observations. Strategy's Expected Result/Impact: Eduphoria records, administrator tracking sheets of walkthrough visits Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards. Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. Staff Responsible for Monitoring: Director of Professional Development, Asst. Principal, Principal, Director of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Ensure 100% of allotted budget is spent on activities to improve student achievement and campus environment.

Evaluation Data Sources: Budget

Strategy 1 Details	Reviews			
Strategy 1: Secretary and principal will be trained by district business director on district policies and procedures for correct management of budgets. Strategy's Expected Result/Impact: Sign in sheet from training, compliance with district policies regarding budget management. Staff Responsible for Monitoring: Campus Secretary, Principal, Dir. of Bus. Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinate use of funds with district budget managers in planning Master Schedule, professional development and supplemental materials for campus. Strategy's Expected Result/Impact: Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student performance. Staff Responsible for Monitoring: Principal, A-Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All business and money handled on campus will be documented and receipts will be provided. Strategy's Expected Result/Impact: Clear audits Staff Responsible for Monitoring: Campus Secretary, staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide and monitor procedures in place to promote energy conservation on a daily basis. Strategy's Expected Result/Impact: Documentation completed by district energy management team. Staff Responsible for Monitoring: Principal, staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Coordinate equitable funding for staffing using state and local funds, based on # of students served at the campus. Strategy's Expected Result/Impact: Documentation of meetings, communication with budget managers, and CIP. Staff Responsible for Monitoring: Principal, A-Team	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Hughes Road Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.6.11.106.30.00.6112.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199.6.11.106.30.00.6119.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,665.00
199.6.11.106.30.54.6119.OE	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$6,870.00
199.6.11.106.30.00.6122.00	6122 Salaries or Wages for Substitute Support Personnel	\$700.00
199.6.11.106.30.00.6119.00	6129 Salaries or Wages for Support Personnel	\$36,635.00
199.6.11.106.30.00.6141.00	6141 Social Security/Medicare	\$1,220.00
199.6.11.106.30.54.6141.00	6141 Social Security/Medicare	\$100.00
199.6.11.106.30.00.6142.00	6142 Group Health and Life Insurance	\$4,300.00
199.6.11.106.30.00.6143.00	6143 Workers' Compensation	\$811.00
199.6.11.106.30.00.6145.00	6145 Unemployment Compensation	\$79.00
199.6.11.106.30.00.6146.00	6146 Teacher Retirement/TRS Care	\$824.00
199.6.11.106.30.00.6146.01	6146 Teacher Retirement/TRS Care	\$484.00
199.6.11.106.30.00.6146.03	6146 Teacher Retirement/TRS Care	\$1,140.00
199.6.11.106.30.54.6146.00	6146 Teacher Retirement/TRS Care	\$440.00
199.6.11.106.30.54.6146.01	6146 Teacher Retirement/TRS Care	\$38.00
6100 Subtotal:		\$106,306.00
6300 Supplies and Services		
199.6.11.106.30.00.6399.DS	6399 General Supplies	\$190.00
199.6.11.106.30.54.6399.00	6399 General Supplies	\$585.00
6300 Subtotal:		\$775.00

Personnel for Hughes Road Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.07
Fuentes, M	Instructional Support Paraprofessional		1.0
Higgins, A.	Instructional Support		.30
Jackson, L.	Instructional Support Paraprofessional		1.0
Masiel, A	Instructional Support		.90
Smith, S.	Instructional Support Paraprofessional		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Goodwin, H	Academic Coach		1.0

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development		\$3,000.00
3	1	4	Parent Involvement snacks		\$200.00
3	1	4	Parent Involvement instructional materials		\$200.00
Sub-Total					\$3,400.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Provide PD materials		\$1,000.00
Sub-Total					\$1,000.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Specialist for training		\$0.00
Sub-Total					\$0.00
Grand Total					\$4,400.00

Addendums

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Hughes Road Elementary School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	103	138.0	8.2	60	150.3	10.8	30	12	1.0	16.3	-1.65	5	103	33	32	26
1	108	152.2	11.2	25	168.9	14.4	35	17	0.9	15.1	0.62	73	108	65	60	56
2	120	170.0	12.6	36	180.9	13.1	26	11	0.7	13.2	-0.90	19	120	46	38	34
3	101	188.0	13.9	58	197.6	14.4	53	10	0.9	10.4	-0.40	35	101	47	47	41
4	111	199.7	13.5	66	203.0	15.2	40	3	0.9	8.0	-2.26	1	111	37	33	28

Language Arts: Reading

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Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

	Mathematics				Reading/ELA				Writing				Summarized Results				STAR Performance 2019 SCALE	
	#	Appr	Met	Mstr	#	Appr	Met	Mstr	#	Appr	Met	Mstr	#	Appr	Met	Mstr	All STAAR	Scaled
HUGHES ROAD ELEMENTARY	217	69%	37%	21%	216	63%	31%	14%	115	56%	23%	8%	220	64%	32%	16%	37%	64%
Closing Gap target			46%				44%										47%	
Economic Disadvantage (DF)	145	62%	30%	16%	145	56%	22%	6%	76	53%	17%	5%	148	58%	24%	10%	31%	
Closing Gap target			36%				33%										38%	
African American	52	62%	37%	19%	51	63%	22%	8%	35	57%	20%	3%	53	61%	27%	11%	33%	
Closing Gap target			31%				32%										36%	
Hispanic/Latino	84	68%	31%	17%	83	61%	27%	10%	43	51%	23%	7%	85	62%	28%	12%	34%	
Closing Gap target			40%				37%										41%	
Two or More	11	73%	36%	18%	11	64%	27%	18%	3	33%	33%	33%	11	64%	32%	20%	39%	
Closing Gap target			54%				56%										55%	
White	68	75%	43%	26%	69	64%	43%	25%	32	59%	25%	13%	69	67%	40%	23%	43%	
Closing Gap target			59%				60%										58%	
First Year of Monitoring	4	100%	75%	50%	4	75%	75%	25%	2	100%	100%	50%	4	90%	80%	40%	70%	
LEP	17	53%	24%	18%	16	50%	19%	6%	10	70%	20%	10%	17	56%	21%	12%	28%	
Closing Gap target			40%				29%										37%	
Special Ed (DF)	30	50%	20%	13%	30	30%	7%	0%	22	23%	0%	0%	32	35%	10%	5%	17%	
Closing Gap target			23%				19%										23%	

2021 TELPAS Score Summary

Yearly Progress Indicator	Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	Total Students	NO 2020 TELPAS scores	total w 2020 TELPAS Scores	progress	% w 1+ level increase
HUGHES ROAD	18	7			48	23	25	7	28%

TELPAS Composite	Advanced High	Advanced	Intermediate	Beginning	No Rating	Total Students
HUGHES ROAD	6	21	20	1		48

Listening Proficiency	Advanced High	Advanced	Intermediate	Beginning	No Rating	Total Students
HUGHES ROAD	15	19	11	3		48

Speaking Proficiency	Advanced High	Advanced	Intermediate	Beginning	No Rating	Total Students
HUGHES ROAD	3	16	24	5		48

Writing Proficiency	Advanced High	Advanced	Intermediate	Beginning	No Rating	Total Students
HUGHES ROAD	7	14	18	7	2	48

Reading Proficiency	Advanced High	Advanced	Intermediate	Beginning	No Rating	Total Students
HUGHES ROAD	8	12	20	6	2	48

Reading	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	8	12	20	6	2	48
1st	3	3	6	1	2	15
2nd		4	5	2		11
3rd	1	2	3	2		8
4th	4	3	2	1		10
K			4			4

Reading	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	17%	25%	42%	13%	4%	48
1st	20%	20%	40%	7%	13%	15
2nd	0%	36%	45%	18%		11
3rd	13%	25%	38%	25%		8
4th	40%	30%	20%	10%		10
K	0%	0%	100%	0%		4

Writing	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	7	14	18	7	2	48
1st	2	2	8	1	2	15
2nd		7	2	2		11
3rd		1	7			8
4th	5	4	1			10
K				4		4

Writing	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	15%	29%	38%	15%	4%	48
1st	13%	13%	53%	7%	13%	15
2nd	0%	64%	18%	18%		11
3rd	0%	13%	88%	0%		8
4th	50%	40%	10%	0%		10
K	0%	0%	0%	100%		4

Speaking	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	3	16	24	5		48
1st	3	6	4	2		15
2nd		3	6	2		11
3rd		1	6	1		8
4th		6	4			10
K			4			4

Speaking	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	6%	33%	50%	10%		48
1st	20%	40%	27%	13%		15
2nd	0%	27%	55%	18%		11
3rd	0%	13%	75%	13%		8
4th	0%	60%	40%	0%		10
K	0%	0%	100%	0%		4

Listening	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	15	19	11	3		48
1st	2	7	5	1		15
2nd	6	4	1			11
3rd	3	4	1			8
4th	4	4	2			10
K			2	2		4

Composite	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	6	21	20	1		48
1st	2	7	5	1		15
2nd		6	5			11
3rd		4	4			8
4th	4	4	2			10
K			4			4

Listening	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	31%	40%	23%	6%		48
1st	13%	47%	33%	7%		15
2nd	55%	36%	9%	0%		11
3rd	38%	50%	13%	0%		8
4th	40%	40%	20%	0%		10
K	0%	0%	50%	50%		4

Composite	Adv High	Adv	Int	Bgn	No Rating	Grand Total
HUGHES ROAD	13%	44%	42%	2%		48
1st	13%	47%	33%	7%		15
2nd	0%	55%	45%	0%		11
3rd	0%	50%	50%	0%		8
4th	40%	40%	20%	0%		10
K	0%	0%	100%	0%		4

Dickinson Independent School District

San Leon Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Mission Statement

Dickenson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Vision

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

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Each member of the school has the responsibility to ensure quality learning experiences for students.

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

San Leon Elementary is one of thirteen campuses in Dickinson Independent School District. San Leon Elementary opened its doors in August of 2007 and serves predominantly low socio-economic families.

San Leon Elementary School serves 698 students in grades PK to 4. This is an increase from the 600 students enrolled when the school opened in August 2007.

The student population is 4.81% African-American, .96% Asian, 45.53% Anglo, 45.39% Hispanic, 52.68% male and 47.32% female with a low socioeconomic status of 79.23%. The staff population is 2.1% African-American, 70.2% Anglo, and 23.4% Hispanic, and 2.1% male and 97.9% female with an average of 8.6 years of experience.

The overall mobility rate for the campus is approximately 17.7%, with a drop-out rate of 0%. The average daily attendance rate for students is 93.41%. The average daily attendance rate for staff is 96.6%. The district goal is 98%. There are a total of 25 discipline referrals this year.

San Leon Elementary Campus serves 281 English Language Learner students (38.65%), 31 students in the Gifted and Talented program (4.26%), 22⁴¹² (3.03%) students identified for 504 services, 136 students served through special education services (18.71%). We currently have 7 (.96%) identified homeless families.

Demographics Strengths

- SLES serves a diverse population
- Discipline referrals have decreased
- SLES is a neighborhood school
- Many teachers are ESL and/or GT certified
- Majority of teachers are trained in 7 Steps to a Language Rich Classroom
- Bilingual paraprofessionals are provided to support teachers and students
- Fifteen campus teachers are AVID trained

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates are low at 93.41% **Root Cause:** Some students and parents do not see the importance of regular school attendance. Many absences were due to COVID-19 Pandemic.

Student Achievement

Student Achievement Summary

Student achievement data is disaggregated in Eduphoria Aware. Student data is also reported in Skyward. Student data is monitored using MAP, CBAs, and Pre-STAAR Benchmark assessments. There is a strong comparison between the data for local benchmarks and state assessments. In order to monitor for Domain 2, we will focus on growth in all student groups. Our goal is for 80% of our EL students to achieve progress of 1 year or more. Our special education and inclusion programs have had an impact on student achievement as well as focusing on the ELPS. The data keeps us focused on our areas of weakness and helps us to meet individual student needs. As we continue to learn more about the STAAR accountability system, we will strive to stay above the state average, and strive to meet all federal and state system safeguards. Due to COVID-19, the STAAR test was administered but the campus was not rated during the 2020-21 school year. Student achievement was evaluated using MAP testing in both Reading and Math.

Student Achievement Summary

<i>Mathematics – 3rd Grade (Approaches/Masters)</i>							
	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	74/18	71/14	59/9	84/27	67/11	69/12	41/6
2017	76/25	73/20	63/14	85/33	70/18	72/19	43/9
2018	77/23	75/18	64/12	85/30	71/15	74/17	44/8
2019	78/24	75/19	65/13	86/33	72/16	75/18	46/9
SLES 2016	65/11	60/9	57/0	73/14	59/7	49/4	17/0
2017	70/14	65/13	50/0	77/14	68/14	57/3	33/13
2018	81/20	80/18	80/20	85/23	80/19	71/5	44/0
2019	79/20	73/12	-/-	88/37	76/14	68/8	42/8

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<i>Reading – 3rd Grade (Approaches/Masters)</i>							
	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	72/23	67/18	60/14	83/34	63/15	62/15	37/7
2017	71/28	67/23	59/17	83/40	63/19	63/19	37/9
2018	76/24	72/18	64/14	86/35	69/15	69/13	43/8
2019	75/27	72/22	64/17	84/37	68/19	69/19	43/9
SLES 2016	67/15	64/10	71/14	76/24	60/8	47/0	44/0
2017	66/15	64/14	33/17	70/18	64/11	40/7	40/7
2018	74/23	65/19	80/01	90/28	71/18	49/0	44/0
2019	72/26	68/14	-/-	79/49	68/17	65/8	50/8

<i>Mathematics – 4rd Grade (Approaches/Masters)</i>							
	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	72/20	69/15	56/9	82/30	64/13	64/12	34/6
2017	74/26	71/22	58/14	83/36	67/18	68/18	36/7
2018	77/26	75/22	63/14	85/35	71/19	71/18	41/8
2019	74/24	71/22	59//14	82/37	67/19	69/20	38/9
SLES 2016	83/29	79/30	82/27	85/26	80/22	29/14	70/10
2017	73/15	69/10	73/0	82/29	68/12	35/0	17/0
2018	65/14	58/11	40/0	84/16	63/14	45/0	57/14
2019	75/30	70/30	-/-	84/27	73/28	58/13	59/0

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<i>Reading – 4th Grade (Approaches/Masters)</i>							
	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	74/19	69/14	64/11	84/28	66/12	61/9	34/5
2017	69/23	64/17	55/14	81/35	60/14	56/11	31/7
2018	71/24	66/18	59/14	82/33	63/15	58/10	35/7
2019	73/21	70/16	60/12	83/31	66/14	64/12	36/6
SLES 2016	85/21	85/18	82/27	85/21	83/14	43/0	50/0
2017	64/17	61/13	73/9	71/22	58/12	26/0	17/0
2018	59/18	55/11	40/20	68/46	59/19	42/3	43/14
2019	75/21	71/23	-/-	81/19	72/20	58/3	53/0

Writing – 4th Grade (Approaches/Masters)							
	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	67/15	63/11	58/9	77/21	59/9	56/8	25/3
2017	63/10	59/7	52/5	72/15	55/6	54/5	23/2
2018	61/10	57/7	48/5	70/15	52/5	52/3	21/2
2019	65/10	62/8	52/5	74/14	57/6	58/7	25/2
SLES 2016	83/14	87/11	91/18	74/15	83/8	57/0	30/0
2017	54/8	52/5	36/0	65/17	50/6	13/0	8/0
2018	46/6	41/4	40/0	58/11	44/6	21/0	20/7
2019	57/4	56/5	-/-	59/0	53/4	40/0	18/0

Student Achievement Strengths

Please see 2019-20 TAPR for additional information

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- Our dedicated staff worked and will continue to work diligently to help our students make the necessary gains in to order to meet and exceed the stated averages on the STAAR tests as indicated by the TEA.
- Participation rate on STAAR is 100%.

A-F Accountability Rating: B

Distinction Designations:

- **Academic Growth**
- **Post-Secondary Readiness**
- **Closing the Gaps**

San Leon will continue to pursue the highest standards of academic performance in preparing our students to be college and career ready. We will focus on staff development that implements a rigorous curriculum and supports high achievement. We will also sustain a climate of accountability to improve student outcomes.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Too many students are unsuccessful in Tier I instruction resulting in a large number of students in Tier 2/3. **Root Cause:** Tier 1 instruction must be a priority in PLCs.

Problem Statement 2 (Prioritized): English Language Learners' reading levels are lower than non ELL peers. **Root Cause:** Lack of instructional and reading materials for ELL teachers and student.

Problem Statement 3 (Prioritized): Master Schedule does not address a designated intervention time. **Root Cause:** Teachers struggle with the time and materials to plan for additional targeted intervention.

Problem Statement 4 (Prioritized): Students lack motivation and a vision for success. **Root Cause:** Lack of role models at home and in their community.

School Culture and Climate

School Culture and Climate Summary

Students enjoy being on campus and feel that it is a fun place to learn. The staff also feels it is a friendly and positive place to work. We work hard to create positive and respectful relationships across all grade levels. The high academic requirements and behavior expectations result in low discipline problems. Faculty and students feel a strong sense of security in the building. The staff has high expectations and students rise to meet those expectations. All students seem satisfied and student attendance is out of student control at this age. Attendance is low at 93.41%. The district goal of 98% was not met. Teacher and staff attendance was 84% last year. The drop in attendance was due to COVID-19. The teachers do an excellent job of forming relationships and providing rigorous instruction which keeps students in the classrooms and successfully learning. San Leon Elementary School provides a place where students feel safe and happy learning.

School Culture and Climate Strengths

- Safe, friendly, supportive and positive environment
- Relationship of trust and respect between teachers, students, and peers strengthen instruction
- Character education classes
- No Place For Hate
- Career presentation focus and planning
- Anti-bullying presentations
- Common planning time for grade levels
- Multiple after school clubs
- Restorative Practices
- AVID

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Although parent engagement has improved, it is still low. **Root Cause:** Parents work multiple jobs or only have one vehicle. Many do not prioritize education.

Problem Statement 2 (Prioritized): Visitors will be limited on campus during 2021-22 school year. **Root Cause:** COVID-19

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are fully certified and teaching within their certification limits. Weekly walk thrus as well as formal observations are conducted. Feedback is immediately shared with teachers through Eduphoria. As student achievement data is received, teacher strengths are matched with student needs. Walk thrus and evaluations also provide ongoing feedback for growth. Professional development surveys are conducted annually by the district upon completion of specific professional development events. Staff attended Math training, Reading training, Lead4Ward, 7 Steps training, Navigating the ELPS, GT, Restorative Practices, AVID, PLC at Word, Schoology, and Special Education training provided by the District. Implementation will be monitored by administrative walk thrus and ongoing campus staff development. In Addition, San Leon Elementary will continue to be an AVID campus for the 2021-22 school year. Campus administration and leadership team are participating in the Global PD offered by Solution Tree.

Staff Quality, Recruitment, and Retention Strengths

- Utilize the Human Resources Department, online application resources to find quality applicants
- Campus interview committee involved in hiring
- New teacher mentor program
- District New Teacher Academy Program
- Professional development programs provided by district, time for new teachers to observe senior teachers
- 2nd Year teacher's NaviGATOR program to provide additional support
- Bi-monthly Assistant Principal's Academy

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Inability to recruit and hire bilingual teachers. **Root Cause:** Limited number of interested and/or qualified applicants.

Problem Statement 2 (Prioritized): Academic Coaches continue to be a need on campus to coach teachers and intervene with students. **Root Cause:** Lack of time due to need and other responsibilities.

Problem Statement 3 (Prioritized): Ongoing training is needed to provide more effective delivery of instruction. **Root Cause:** Lack of time during the school year and lack of substitutes to provide coverage for training during the day.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The District curriculum is aligned to the state standards. Progress is monitored by administering the grade level common assessments and Interim assessments. We disaggregate data from the Common Assessments, MAP, and PSBM and use the information to drive instruction and meet individual student needs. Data shows that our instruction is closely aligned with the state assessments and our mock testing environments ensure that each child is given the opportunity to be successful. Instruction is designed to meet the needs of all learners in a balanced literacy and math program.

Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence and planned units
- Data from MAP math and reading, STAAR, and CAs, GR, and TELPAS.
- Weekly PLC meetings to discuss data and instruction
- Power PLCs following each CBA to discuss data and instruction
- Implementation and instruction provided to teachers on Balanced Literacy
- Data monitored on digital data wall

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students need Tier 1 instruction aligned to standards using planning guide. **Root Cause:** District resources are underutilized and PLC time is not efficiently used.

Problem Statement 2 (Prioritized): A comprehensive writing and phonics program is needed for all students K-4. **Root Cause:** Teachers are using pieces of different programs.

Problem Statement 3 (Prioritized): All students need to be reading at or above grade level at the end of second grade. **Root Cause:** Individualized intervention in kindergarten and first grade is inconsistent.

Problem Statement 4 (Prioritized): Instruction needs to be aligned with individual student needs. **Root Cause:** Teachers need training in UDL.

Problem Statement 5 (Prioritized): A personalized web-based ELAR program is needed in order for students to fill learning gaps and participate in distance learning . **Root Cause:** COVID-19

Problem Statement 6 (Prioritized): PLC time is ineffective. **Root Cause:** More training is needed for leadership team and teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

San Leon always welcomes parents and community members in to our school. The community has played a major role in establishing our school as the heart of the community. We do many events such as book fairs, award ceremonies, music programs, Junior Astronomers, Two Way Tuesday, PTO carnivals, and community resource events. Parents and Community Members are involved in campus and district improvement committees. If families speak languages other than English, all communication is available in Spanish. Vietnamese families are provided with additional support from bilingual staff members. There are many services available to support students in special programs such as SIT, speech, dyslexia, and academic coaches. There are also many community partnerships formed to support families and students such as:

- M. I. Lewis
- Lighthouse Christian Ministries
- Galveston County Social Services
- The Safe Place
- Child Advocacy Center
- De Pelchin
- Interfaith Caring Ministries
- Bayside Lion's Club
- ELKS Club
- Wal-Mart
- Sullivan's Pharmacy

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DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

- Participation in site based decision making process (CIC)
- Increased communication between parents and school
- Family support services provided by counselor, district social worker, CIS
- Active PTO
- Monthly music programs
- Family Fun Nights
- Open House
- Meet the Teacher Night
- PK/K Play-date
- Awards Ceremony
- Book Fairs
- Parent Orientation
- Parent-Teacher Conferences
- Parents are involved in SIT, ARD, CIC, and LPAC meetings
- Career Day
- Thanksgiving Luncheon
- Literacy Night
- Two Way Tuesday
- Junior Astronomers

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Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Social Media is underutilized by parents. **Root Cause:** Parents have limited data/internet access.

Problem Statement 2 (Prioritized): Continue to improve and expand parent academic learning opportunities. **Root Cause:** It is difficult to draw parents into the school for academic opportunities.

Problem Statement 3 (Prioritized): Due to the high level of low socioeconomic status, additional resources are needed to assist families. **Root Cause:** Lack of parent training and resources.

School Context and Organization

School Context and Organization Summary

The District supports the school to a great extent through the budget process, hiring and retention of staff, and curriculum alignment. Our teachers have a voice in the decision making process through student intervention team meetings, faculty meetings, team meetings, and Power PLCs. Teachers are involved in curriculum development and have input on local assessments. The organization is made up of many smaller teams such as vertical teams, PTO, SIT, curriculum leadership team, team leader, and campus improvement team where all parties have input into solving identified problems. The campus has a philosophy of shared leadership and shared accountability. The students, parents, and community seemed to share our mission and vision.

School Context and Organization Strengths

- Active PLCs
- School-wide discipline program
- No Place For Hate
- Interventions based on student need
- Effective home-school connections
- Ongoing professional development through academic coach model
- AVID Elementary

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Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teachers need to be provided with professional development that allows them to meet their personal and student growth goals. **Root Cause:** Limited opportunities for summer training and lack of time during the school year.

Problem Statement 2 (Prioritized): Utilize District Instructional Specialists to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivered is focused and on target for student success. **Root Cause:** Teachers need guidance with the district scope and sequence and TEKS.

Technology

Technology Summary

The campus is equipped with projectors, document cameras, computers, and Chromebook carts. We have a variety of technology available for teachers to use and all students have access to technology. The teachers like having technology to enhance their instruction. The district provides ongoing technology training incorporated in core curriculum areas. Technology is used to support rigor and relevance in the curriculum for the 21st century learner. We will continue to add technology in order to stay current and keep technology updated in order to support current programming needs.

Technology Strengths

- The technology proficiency level of staff is appropriate
- Teachers are able to connect technology to support the TEKS
- Technology utilized in all subjects to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets
- The auxiliary schedule allows student to rotate through the lab at least once a week
- VEX Robotics Team
- MakerSpace technology is available for use in the library
- Junior Astronomers Program

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Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): More student Chromebooks are needed to implement the appropriate curriculum and technology resources. **Root Cause:** Money needs to be budgeted in this area.

Problem Statement 2 (Prioritized): Students do not have access to the internet and/or a device at home. **Root Cause:** Poverty

Problem Statement 3 (Prioritized): Difficulty scheduling student computer access to supplemental reading and math programs and Google classroom. **Root Cause:** Lack of Chromebooks.

Priority Problem Statements

Problem Statement 1: Student attendance rates are low at 93.41%

Root Cause 1: Some students and parents do not see the importance of regular school attendance. Many absences were due to COVID-19 Pandemic.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Too many students are unsuccessful in Tier I instruction resulting in a large number of students in Tier 2/3.

Root Cause 2: Tier 1 instruction must be a priority in PLCs.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: English Language Learners' reading levels are lower than non ELL peers.

Root Cause 3: Lack of instructional and reading materials for ELL teachers and student.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Master Schedule does not address a designated intervention time.

Root Cause 4: Teachers struggle with the time and materials to plan for additional targeted intervention.

Problem Statement 4 Areas: Student Achievement

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Problem Statement 5: Students lack motivation and a vision for success.

Root Cause 5: Lack of role models at home and in their community.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Although parent engagement has improved, it is still low.

Root Cause 6: Parents work multiple jobs or only have one vehicle. Many do not prioritize education.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Visitors will be limited on campus during 2021-22 school year.

Root Cause 7: COVID-19

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Inability to recruit and hire bilingual teachers.

Root Cause 8: Limited number of interested and/or qualified applicants.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Academic Coaches continue to be a need on campus to coach teachers and intervene with students.

Root Cause 9: Lack of time due to need and other responsibilities.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: Ongoing training is needed to provide more effective delivery of instruction.

Root Cause 10: Lack of time during the school year and lack of substitutes to provide coverage for training during the day.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Students need Tier 1 instruction aligned to standards using planning guide.

Root Cause 11: District resources are underutilized and PLC time is not efficiently used.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: A comprehensive writing and phonics program is needed for all students K-4.

Root Cause 12: Teachers are using pieces of different programs.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

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Problem Statement 13: All students need to be reading at or above grade level at the end of second grade.

Root Cause 13: Individualized intervention in kindergarten and first grade is inconsistent.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Instruction needs to be aligned with individual student needs.

Root Cause 14: Teachers need training in UDL.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: A personalized web-based ELAR program is needed in order for students to fill learning gaps and participate in distance learning .

Root Cause 15: COVID-19

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: Social Media is underutilized by parents.

Root Cause 16: Parents have limited data/internet access.

Problem Statement 16 Areas: Parent and Community Engagement

Problem Statement 17: Continue to improve and expand parent academic learning opportunities.

Root Cause 17: It is difficult to draw parents into the school for academic opportunities.

Problem Statement 17 Areas: Parent and Community Engagement

Problem Statement 18: Due to the high level of low socioeconomic status, additional resources are needed to assist families.

Root Cause 18: Lack of parent training and resources.

Problem Statement 18 Areas: Parent and Community Engagement

Problem Statement 19: Teachers need to be provided with professional development that allows them to meet their personal and student growth goals.

Root Cause 19: Limited opportunities for summer training and lack of time during the school year.

Problem Statement 19 Areas: School Context and Organization

Problem Statement 20: Utilize District Instructional Specialists to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivered is focused and on target for student success.

Root Cause 20: Teachers need guidance with the district scope and sequence and TEKS.

Problem Statement 20 Areas: School Context and Organization

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Problem Statement 21: More student Chromebooks are needed to implement the appropriate curriculum and technology resources.

Root Cause 21: Money needs to be budgeted in this area.

Problem Statement 21 Areas: Technology

Problem Statement 22: Students do not have access to the internet and/or a device at home.

Root Cause 22: Poverty

Problem Statement 22 Areas: Technology

Problem Statement 23: Difficulty scheduling student computer access to supplemental reading and math programs and Google classroom.

Root Cause 23: Lack of Chromebooks.

Problem Statement 23 Areas: Technology

Problem Statement 24: PLC time is ineffective.

Root Cause 24: More training is needed for leadership team and teachers.

Problem Statement 24 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, students and groups will show an increase in scores in math, reading and writing.

Evaluation Data Sources: MAP, mClass, CAs, Classroom Observations, Interim Assessments, PSBM, and STAAR results, State and Federal System Safeguards

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide supplemental Instructional Coaches, Interventionists, and paraprofessional support to assist at-risk students. Instructional Coaches will - plan, model, observe and evaluate lessons for students at-risk. Interventionists will provide interventions for at-risk students. Strategy's Expected Result/Impact: Documentation of data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices. STAAR and mClass/MAP scores of at-risk students . Staff Responsible for Monitoring: Teachers Instructional Coaches Interventionists Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - Local Funding, - 199-SCE, - Special Programs, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				430
Strategy 2 Details	Reviews			
Strategy 2: Faculty, Staff, Counselor, and Administrators will continue to be trained in research based best practices and to improve student success in all academic subjects. Strategy's Expected Result/Impact: Documentation of training provided. Evidence of practices being used in the classrooms through observations by campus administrators. Higher order thinking skills produced by students on Common Assessments, Interim Assessments and STAAR. Staff Responsible for Monitoring: Principal Instructional Coaches Classroom Teachers Assistant Principal Counselor Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Outside Professional Development - 211-Title IA, - Outside Agency, - Special Programs, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will analyze and use student data to focus instruction. Instructional Coaches will assist teachers through weekly PLC meetings and Quarterly Power PLC meetings using Lead4Ward resources. Strategy's Expected Result/Impact: Benchmark data conferences. AWARE data. STAAR results. Staff Responsible for Monitoring: Classroom Teachers Instructional Specialists Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - No Funding Required		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom. Strategy's Expected Result/Impact: Weekly Instructional Coach meetings documented. Principal documentation of ongoing plan will be shared with teachers and updated during campus staff development and faculty meetings. We will continue to train all new staff as they are hired. Staff Responsible for Monitoring: Team Leaders/Dept. Chair Principal Asst. Principal Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - Special Programs, - Outside Agency		Formative			Summative
		Nov	Jan	Mar	June
					431
Strategy 5 Details		Reviews			
Strategy 5: Teachers will actively participate in PLC meetings that are focused on instruction, planning, professional development and student improvement. Strategy's Expected Result/Impact: Schedule of PLC meetings, agendas, and sign in sheets. Lesson Plans are collaborative and aligned with TEKS and aligned with Common Assessments and CBAs. Staff Responsible for Monitoring: Instructional Specialists Classroom Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - No Funding Required		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Instructional staff will attend Reading, Math, Science, and Social Studies Focus trainings that model research based best practices in those content areas. Some training may require travel. Some training may be virtual. Strategy's Expected Result/Impact: Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders Staff Responsible for Monitoring: Instructional Specialists Classroom Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will receive sustained support for trainings in the classroom with modeled practices being demonstrated for the teacher by outside experts and consultants in the field. Strategy's Expected Result/Impact: Documented visits/time-sheets collected. Observation of practices occurring in the classroom. Improve scores on all tests. Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA, - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Teachers will receive professional development materials that support ongoing trainings. i.e., book studies, teacher resources to improve students academic success. Strategy's Expected Result/Impact: Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders Staff Responsible for Monitoring: Teachers Instructional Coaches Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - Local Funding, - 255-Title IIA, - IDEA A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Teachers will construct lesson plans and classroom instruction reflecting the most up to date district curriculum/Placemats at the correct level of rigor Strategy's Expected Result/Impact: Students are able to communicate what they are learning using the noun, verb, and context in the student expectation Staff Responsible for Monitoring: Classroom Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Instructional Coaches will model rigorous lessons through peer observations and roll out feedback through reflective conversations. Strategy's Expected Result/Impact: Systematic plan for documented peer observations, reviewed by teams and campus administration Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards. Strategy's Expected Result/Impact: Eduphoria AWARE data, lesson plans, peer conference logs, reflection rubrics, summative STAAR data Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Collaborative teaching & coaching in which teachers model and share ideas will provide active feedback for quality instruction and assessments.. Strategy's Expected Result/Impact: Instructional strategies observed in classroom, walk thrus, walk thru data sheets Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: SLES will promote well-rounded educational opportunities by providing ALL students (including At-Risk, GT, SpEd, EL) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Increase in state test scores and enrich students. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
Strategy 14: We will purchase and utilize additional technology in the classroom to integrate technology into the curriculum that can also be utilized for remote learning. Strategy's Expected Result/Impact: Effective use of technology integrated into lessons. Increased number of students with access to online reading and math instructional programs. Staff Responsible for Monitoring: Teacher Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Promote higher level education by incorporating conversations during designated AVID focused instruction, promotion of wearing college shirts, AVID bulletin boards, and by using the AVID instructional strategies and principles. Strategy's Expected Result/Impact: Increase in college and career awareness and improved organizational skills. Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Provide professional development in UDI/SDI to assist teachers and instructional specialists in differentiating instruction. Strategy's Expected Result/Impact: Increase students' access to the curriculum. Staff Responsible for Monitoring: Principal Instructional Coaches Teachers	Formative			Summative
	Nov	Jan	Mar	June
				434
Strategy 17 Details	Reviews			
Strategy 17: MAP (4) and mClass (K-3) testing three times a year to assess students in reading and math. Strategy's Expected Result/Impact: Documented student growth. Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principal Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: SLES will implement a web-based RtI program in 3rd and 4th grade for students identified as significantly below level in Reading. Strategy's Expected Result/Impact: Documented Student Growth Staff Responsible for Monitoring: Principal Instructional Coaches Interventionists Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: All students will make at least 1 year's growth in reading as well as improve their meets/exceeds performance on the standards set for Reading STAAR.

Evaluation Data Sources: MCLASS, MAP, CBAs, Lesson Plans, and STAAR assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the district literacy plan in order to provide balanced literacy instruction in the classroom through the use of Level Literacy materials and attend professional development designed to increase student reading comprehension and fluency. Strategy's Expected Result/Impact: MAP mClass STAAR TELPAS Staff Responsible for Monitoring: Instructional Coaches Interventionists Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Interventionists and Instructional Coach Aides to deliver Leveled Literacy Intervention and instruction to targeted groups of students. Strategy's Expected Result/Impact: MAP mClass Running Records Staff Responsible for Monitoring: Principal Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: New teachers and teachers new to the district will attend targeted after school professional development for Pre-K through 4th grade Balanced Literacy implementation with ELA Curriculum Specialist. Strategy's Expected Result/Impact: CBAs mClass MAP STAAR Running Records Guided Reading Groups Teacher Sign In sheets Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve student state and federal scores in: Writing Comprehension Phonics Guiding Reading and Writing. Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on MAP, mClass, CBAs, benchmarks and STAAR. Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				437
Strategy 5 Details	Reviews			
Strategy 5: Instructional Specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop. Strategy's Expected Result/Impact: Small group instruction, classroom environment, student progress Staff Responsible for Monitoring: Instructional Specialists Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBAs, TELPAS and STAAR. Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Teachers will work with outside highly qualified consultants to implement an effective balanced literacy program. Strategy's Expected Result/Impact: MAP reading levels increase mClass reading levels increase STAAR Reading scores increase Staff Responsible for Monitoring: Teachers Principal Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Teachers will be given opportunities to attend research based training supporting our reading programs. Some training will require travel. Some training may be virtual. Strategy's Expected Result/Impact: IRLs increase STAAR math and reading scores increase Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literacy Elements (C) Strand 6: Author's Purpose and Craft (B) Strand 7: Writing Process (Di) Strategy's Expected Result/Impact: Teachers will remain current on the district's expectations. Students will continue to show growth. Staff Responsible for Monitoring: CLT Team Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details		Reviews			
Strategy 10: GT enrichment will be provided to identified students throughout the instructional day. Strategy's Expected Result/Impact: Rigor will be increased for identified students. Hands on opportunities and field experiences will be provided. Staff Responsible for Monitoring: GT Teachers Principal Asst. Principal GT Coordinator		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: All students will improve their meets/exceeds performance on the standards set for Math STAAR.

Evaluation Data Sources: CAs, CBAs, Classroom Observations, STAAR, mClass, and MAP Math assessments, state and federal system safeguards met, improved PBMAS results for ELL and SPED.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement both whole and small group math instruction. Strategy's Expected Result/Impact: CBAs, MAP, STAAR Classroom environment Staff Responsible for Monitoring: Instructional Coaches Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional Coaches will model for and coach teachers as needed with the implementation of math TEKS Strategy's Expected Result/Impact: Classroom environment, student progress, mClass, MAP, STAAR Assessment results Staff Responsible for Monitoring: Teachers Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to increase student access to use Lone Star Problem Solving and Countdown to STAAR in order to provide teachers with a resource that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS. Strategy's Expected Result/Impact: STAAR test results, CBA and benchmark data. Staff Responsible for Monitoring: Principal Instructional Coaches Classroom Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199-SCE - 199-6-11-108-1140-6300, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will be given opportunities to attend research based training supporting our math curriculum and instruction. Strategy's Expected Result/Impact: Quality of planning and instruction will increase. Assessment scores will improve. Staff Responsible for Monitoring: Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: All student groups will improve their meets/masters standards set for Writing STAAR.

Evaluation Data Sources: STAAR Results, TELPAS Composite, PBMAS results, System Safeguards

Strategy 1 Details	Reviews			
Strategy 1: Teachers will review their students' TELPAS proficiency levels from previous year in Writing and monitor ELL progress throughout the year in Writing. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBAs, TELPAS and STAAR. Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Lesson plans and classroom instruction reflect the most up to date district curriculum/Placemats at the correct level of rigor in Writing. Strategy's Expected Result/Impact: Students are able to communicate what they are learning using the noun, verb, and context in the student expectation Staff Responsible for Monitoring: Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Instructional Specialists will model and coach teachers as needed with the implementation of writers workshop. Strategy's Expected Result/Impact: Small group instruction, classroom environment, student progress Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will create Writing Portfolio's to document growth in writing. Strategy's Expected Result/Impact: Writing Folders CBA STAAR Writing Staff Responsible for Monitoring: Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

441

Strategy 5 Details	Reviews			
Strategy 5: Teachers will work with highly qualified consultants/teachers to help them in perfecting the teaching of the writing craft, as well as revising and editing and focus on writing calibration and portfolios. Strategy's Expected Result/Impact: Improvement on STAAR Writing tests, CBAs, and benchmarks. Staff Responsible for Monitoring: Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will be given opportunities to attend research based training supporting writing programs. Strategy's Expected Result/Impact: Improvement on STAAR Writing Scores Staff Responsible for Monitoring: Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: K-4 Teachers will be trained in and use Lucy Calkins Units of Study to supplement the HMH curriculum in writing. Strategy's Expected Result/Impact: Increase in STAAR writing scores. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue 442				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: Use data to target the specific needs of each ELL student and help them advance their English language acquisition so that each ELL student advances at least one TELPAS level each year and meets minimum STAAR standards.

Evaluation Data Sources: TELPAS
STAAR

Strategy 1 Details	Reviews			
Strategy 1: All EL teachers will implement the strategies learned in research based training for working with English language learners. Strategy's Expected Result/Impact: TELPAS STAAR Pre-LAS LAS LInks Lesson plans Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers of ELL students will work to increase student language mastery and academic vocabulary acquisition through sheltered instruction techniques and dual language. Strategy's Expected Result/Impact: TELPAS STAAR Pre-LAS LAS LInks Lesson plans with ELPS Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Purchase additional technology for classroom use and monitor student programs. Strategy's Expected Result/Impact: TELPAS STAAR Math and Reading Integration of technology used in the classroom Staff Responsible for Monitoring: Principal Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Evidence of ELPS implementation will be in lesson plans, in room, and demonstrated daily. Strategy's Expected Result/Impact: Increase in TELPAS, STAAR ELL results, PBMAS Staff Responsible for Monitoring: Teacher Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: ESL, M1, M2, M3, M4 and parent denial students will be monitored for academic progress. Strategy's Expected Result/Impact: TELPAS STAAR CBA LiAG Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement dual language in PK-2. Training, curriculum, and supplies will be provided to teachers and students to support learning in English and Spanish. Strategy's Expected Result/Impact: Students will increase language skills in English and Spanish. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.

Evaluation Data Sources: Increased student, parent and community participation in school activities, sign-in sheets at activities planned.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will be trained in research based restorative practices in order to ensure that the learning environments are well maintained, and that relationships are built, and physical and mental safety is a focus. Strategy's Expected Result/Impact: Reduction in discipline referrals, PEIMS data, observation of student engagement Staff Responsible for Monitoring: Classroom Teachers Funding Sources: - IDEA A, - 211-Title IA, - Outside Agency - 287	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parents with car rider tags to ensure proper identification during student release at the end of the day. Strategy's Expected Result/Impact: Given to parents at registration for those picking up students daily. Students are delivered home safely. Staff Responsible for Monitoring: Principal Funding Sources: PTO will purchase the tags since there is no approved vendor - Outside Agency - \$750	Formative			Summative
	Nov	Jan	Mar	June
				445
Strategy 3 Details	Reviews			
Strategy 3: Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas. Strategy's Expected Result/Impact: Increased student, parent and community participation in school activities. Staff Responsible for Monitoring: Counselors Principal Assistant Principal Classroom Teachers Special Education Teachers Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements. Strategy's Expected Result/Impact: Online Training Records Staff Responsible for Monitoring: Teachers Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Promote safe and secure schools by using Standard Response Protocols in emergency situations. Strategy's Expected Result/Impact: Common language and protocol between first responders and campus personnel. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide monthly guidance lessons with the counselor. Strategy's Expected Result/Impact: Teach character education and conflict resolution. Staff Responsible for Monitoring: Teachers Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Staff, Faculty, Counselor, and Administrators will receive training in Restorative Practices in order to promote a safe and healthy learning environment. Strategy's Expected Result/Impact: Reduction in office referrals. Increase in relationships between all staff and all students. Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
				446
Strategy 8 Details	Reviews			
Strategy 8: Promote "No Place for Hate" campus wide. Strategy's Expected Result/Impact: Prevention of student on student bullying. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: Student attendance will increase to 97%.

Evaluation Data Sources: Student attendance reports will indicate students have a 98% attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives will be offered each month and rewards given to students who meet the campus goal. Strategy's Expected Result/Impact: Records of students who met the goal, lists of incentives and rewards. Staff Responsible for Monitoring: Principal Team Leaders Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis. Strategy's Expected Result/Impact: Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance. Staff Responsible for Monitoring: Counselor Social Worker Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				447
Strategy 3 Details	Reviews			
Strategy 3: We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 97%. We will utilize truancy officers to help with students who have repeated attendance issues. We will also discuss with students the importance of staying in school in order to promote dropout reduction. Strategy's Expected Result/Impact: Quarterly ADA Reports Staff Responsible for Monitoring: Teachers Data Clerk Receptionist Administrators	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.

Evaluation Data Sources: Evidence of trainings held.

Strategy 1 Details	Reviews			
Strategy 1: Continue to promote Anti-Bullying program campus wide. Along with our character education programs we will address the following: Violence Prevention Bullying Character Traits Strategy's Expected Result/Impact: Documentation of students trained as Ambassadors for the program, reduction in documented bullying incidents, students and staff wearing shirts in support of the program and participation in Unity Day. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will participate in Red Ribbon Week. Strategy's Expected Result/Impact: Schedule of Events Survey of Students Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
				448
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: 100% of students will participate in physical fitness activities.

Evaluation Data Sources: Evidence of improved student physical fitness through Fitness Gram conducted in the spring and PE attendance records.

Strategy 1 Details	Reviews			
Strategy 1: All K-4 students will will participate in physical education class. Strategy's Expected Result/Impact: Documentation of student schedule; Fitness Gram results. Staff Responsible for Monitoring: Physical Education Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All PK students will participate in daily recess. Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will have the opportunity to participate in The Daily Mile and The Mile Club. Strategy's Expected Result/Impact: Increased attention during instruction. Improved physical fitness. Staff Responsible for Monitoring: Teachers PE Teacher	Formative			Summative
	Nov	Jan	Mar	June
				449
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Ensure that every campus/facility/department is welcoming to all stakeholders (parents, guardians, community, and business partners).

Evaluation Data Sources: Parent Community Survey results, increased parent attendance at school events, sign-in sheets, communication logs, Facebook posts, parent-community surveys.

Strategy 1 Details	Reviews			
Strategy 1: Increase parent communication and the home/school connection through social media and web page, teacher communication logs, and flyers. Strategy's Expected Result/Impact: Weekly reports of activity obtained through social media network Staff Responsible for Monitoring: Principal Assistant Principal Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Recruit teachers, parents, community and business members to be a part of the CEIC and DEIC. Strategy's Expected Result/Impact: Documentation of meetings. Completed and updated CIP. Staff Responsible for Monitoring: Principal Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				450
Strategy 3 Details	Reviews			
Strategy 3: Provide parents, in the language they understand, with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities. Strategy's Expected Result/Impact: Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys. Staff Responsible for Monitoring: Principal Funding Sources: - Local Funding, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide high quality and timely customer service addressing community and parental questions at the campus level. Strategy's Expected Result/Impact: Documentation of communication responses in notes, emails, and phone msg. Teacher communication logs. Positive community and parent communication surveys. Staff Responsible for Monitoring: Principal Campus Staff Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Barber Middle School. Strategy's Expected Result/Impact: Documentation of flyers, invitations, meetings, open house provided. Number of Kindergarten students registered prior to August. Participation in BMS tours and pod talks. Staff Responsible for Monitoring: Principal Counselor Teachers Barber Middle School Staff Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path. Strategy's Expected Result/Impact: Participation by the school and community in career fairs and college days. Staff Responsible for Monitoring: Teachers Counselor Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: We will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving. Strategy's Expected Result/Impact: Increase student achievement data Parent Surveys Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: In October we will provide individual parent- teacher conferences. We will share with parents the grade level standards and how their child is performing in comparison to those grade level standards. Strategy's Expected Result/Impact: Conference logs Increased parent involvement Increased student achievement Staff Responsible for Monitoring: Teachers Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Preschool registration will be open to new students with a variety of opportunities for parents to visit the school, classrooms and ready their child for the start of school. Strategy's Expected Result/Impact: Attendance at meetings. Parent surveys. Parent complaints. Staff Responsible for Monitoring: District and Campus Administrators Funding Sources: - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
Strategy 10 Details		Reviews			
Strategy 10: Provide parents with training on how to access online reading and math tools. Parents will be able to engage their children in learning wherever they have internet access. Strategy's Expected Result/Impact: Increased student success Increased parent engagement Staff Responsible for Monitoring: Administrators Teachers		Formative			Summative
		Nov	Jan	Mar	June
Strategy 11 Details		Reviews			
Strategy 11: The campus will make available the English and Spanish version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. These will include: PK/K Play Date 8/17/21 Meet the Teacher 8/19/21 Parent Orientation 9/16/21 Junior Astronomers (Sept. TBD) 2nd Grade Music Program (Oct. TBD) Book Character Parade 10/29-21 Parent Conferences 10/25/21 Junior Astronomers (Oct. TBD) K-2 Field Day 5/21/22 3rd Grade Music Program (Nov. TBD) 3-4 Field Day 5/22/22 Thanksgiving Luncheon TBD by District Literacy Night 11/18/21 4th Grade Music Program (Dec. TBD) Open House 3/3/22 1st Grade Music Program (Mar. TBD) Kindergarten Music Program (May TBD) Strategy's Expected Result/Impact: Increased Parent Engagement. Staff Responsible for Monitoring: Administrators		Formative			Summative
		Nov	Jan	Mar	June
					452

Strategy 12 Details	Reviews			
Strategy 12: The campus will offer a variety of parent and family engagement meetings during the school year in order to strengthen involvement between home and school. Strategy's Expected Result/Impact: Increased Parent Engagement Staff Responsible for Monitoring: Administrators, Teachers, Counselor, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: A Campus Parent Engagement Coordinator will be in charge of coordinating all parent engagement activities on campus with a primary focus on Bilingual/ESL parent engagement. They will organize the following 3 types of activities in conjunction with the community: 1. Parent outreach and trainings for bilingual/ESL parents 2. Family literacy services and/or family outreach and trainings for bilingual/ESL Parents 3. Community participation programs for Bilingual ESL parents Strategy's Expected Result/Impact: Increase Parent Engagement Staff Responsible for Monitoring: Principal Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Reduce the turnover rate through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Evaluation Data Sources: Staff Retention Rate, Classroom observations, T-TESS, CBAs, mClass/MAP at the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom. Strategy's Expected Result/Impact: T-TESS Feedback. Scheduled walk thrus. Staff Responsible for Monitoring: Teacher Administrators Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. Second year teachers join the district's NaviGator program for additional support. Strategy's Expected Result/Impact: Documented meetings, trainings, and classroom observations, STAAR, mClass/MAP, CBAs. Staff Responsible for Monitoring: Teacher Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				454
Strategy 3 Details	Reviews			
Strategy 3: Any teacher hired who is not certified will be provided with training opportunities, certification/test prep practice, and district support. Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner Staff Responsible for Monitoring: Teacher Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Principal will encourage certified teachers to apply for ESL, GT and SPED certification so that all teachers are trained to meet the needs of diverse learners. Strategy's Expected Result/Impact: Increased number of teachers with ESL and SPED certifications. Staff Responsible for Monitoring: Teachers Administrators Additional Targeted Support Strategy Funding Sources: - Local Funding, - 255-Title IIA, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Campus will continue to interview and hire certified teachers for our campus. Through the use of our Instructional Coach model, we will work to make sure that no teacher has a "practice year" and that no teacher goes unsupported. Strategy's Expected Result/Impact: Retention of highly qualified staff Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Campus will use T-TESS as our teacher appraisal instrument. Teachers will set both professional growth and student growth goals that are aligned to district and campus goals Strategy's Expected Result/Impact: SMART Goals Observation Schedules Teacher Conference Documentation Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Provide 100% transparency of financial management policies/practices for state, federal and local funding.

Evaluation Data Sources: Budget audits and balanced campus budget audit reports.

Strategy 1 Details	Reviews			
Strategy 1: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets. Strategy's Expected Result/Impact: Sign in sheet from training, compliance with district policies regarding budget management. Staff Responsible for Monitoring: School Secretary Principal Dir. of Bus. Operations Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinate use of funds and programs with district budget managers in planning Master Schedule, professional development and supplemental materials for campus. Strategy's Expected Result/Impact: Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student success. Staff Responsible for Monitoring: Principal A-Team Funding Sources: - Local Funding, - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - IDEA B, - IDEA	Formative			Summative
	Nov	Jan	Mar	June
				456
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for San Leon Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.07
Burkhardt, C	Instructional Support		.90
Jarmack, C.	Instructional Support Paraprofessional		1.0
Legrand, C.	Instructional Support Paraprofessional		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burkhardt, C.	Instructional Specialist		1.0

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Outside Professional Development		\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	17			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	7			\$0.00
1	3	3			\$0.00
1	5	3			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
3	1	3			\$0.00
3	1	7			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00

255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	3		199-6-11-108-1140-6300	\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	5	3			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
3	1	9			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
5	1	2			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00

IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	7			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	7			\$0.00
Sub-Total					\$0.00
IDEA A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00

No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	3	2			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
2	1	1		287	\$0.00 ⁴⁶²
2	1	2	PTO will purchase the tags since there is no approved vendor		\$750.00
Sub-Total					\$750.00
Grand Total					\$750.00

Addendums

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AVID Schoolwide College Readiness Goals 2020-2021

SAN LEON ELEMENTARY

I. Instruction

Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All

II. Systems

Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis

III. Leadership

Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.

IV. Culture

Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

Site Team Members:

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	A. Writing Process (2): Ensure AE students in grades 2, 3 and 4 routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing, or editing, and publishing) and produce a final product at least 1x each nine weeks.						
	Progress						
	Actions					Responsible	Evidence
	1) Provide PD to ensure common understandings and expectations in grades 3 and 4.						
	2) Ensure Writing Products/Process lessons and experiences are modeled and planned within grade level PLC each nine weeks.						465
	3) Display student products each 9 weeks.						
	4) Implement plan to celebrate student authors in each grade level (publishing parties, learning walks, show and tell, etc.).						

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	B. Higher Level Thinking (4): AVID Elementary students in 1 grade level actively participate in questioning using Costa's Levels of Thinking during class lessons, discussions, and problem-solving.						
	Progress						
	Actions				Responsible	Evidence	
	1) Ensure inquiry strategies according to Costa's Levels are modeled and planned within lessons within the PLC.						
	2) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model inquiry and Costa's Levels of questioning within lessons and planning.						

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Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	C. Collaboration (7): AE Students in grades 3 and 4 routinely use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)						
					Progress		
	Actions					Responsible	Evidence
	1) PD for teachers on student ICT collaboration tools and strategies to ensure common understandings and expectations						
	2) Ensure ICT Collaboration strategies are planned within lessons within the PLC.						
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.						

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Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	D. Collaboration (8): AE Students routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g.....)					
		Progress				
	Actions				Responsible	Evidence
	1) Create a vertical articulation of collaboration expectations and models for grades PK-4.					
	2) Ensure Collaboration strategies are modeled and planned within lessons at each grade level within the PLC.					
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.					

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Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	E. WICOR (12): The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.						
	Progress				Responsible	Evidence	
	Actions						
	1) Site Team Collaboration on WICOR framework and strategies to ensure common understandings and expectations						
	2) Establish connection within PD between current practice/instructional strategies and connection to WICOR.					469	
	3) Create visuals/displays/anchor charts to enforce connection between current practice and connection to WICOR through the campus, in PLC Conf Room, common spaces.						
	4) Ensure WICOR strategies are modeled and planned within lessons with the PLC.						
	5) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model WICORized lessons and planning.						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	F. Organization (9,10): AVID Elementary students routinely use organization and planning tools such as binders and planners/agendas to track academic coursework, organize their thinking and learning, and monitor their academic success					
	Progress				Responsible	Evidence
	Actions					
	1. Ensure all students have AVID binders and planners/agendas for daily use.					
	2. Create a vertical articulation of organization and planning expectations for AE Students in all grades.					470
	3. Implement process for regular monitoring of binder and planner use.					

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	A. SITE TEAM + PLAN (1, 2, 3): The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.					
	Progress					
	Actions				Responsible	Evidence
	1) Establish AE Site Team membership that includes campus representation from all grade levels and leadership positions.					471
	2) AE Site Team will collaborate and develop Site Plan for implementation.					
	3) AE Site Team will create a calendar to ensure meetings at least quarterly to review implementation progress and set action goals for future work.				Jillian Anderson	

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	B. Instructional Methods (12): The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.					
		Progress				
	Actions				Responsible	Evidence
	1) Develop plan for instructional PD to support instruction in Collaboration, ICT for Collaboration, WICORized lessons, and Inquiry strategies.					
	2) AVID Site Team participates in AVID Communities of Practice through the year to continue AVID learning.					472
	3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus. a. Writing To Learn b. Inquiry c. Collaboration d. Organization e. Reading to Learn f. AVID Weekly g. Learning Walks h. College & Career Awareness i. College-Going Culture					

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

LEADERSHIP							
Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.							
GOAL	A. SLT + AVID SITE TEAM (5): The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID.						
	Progress						
	Actions				Responsible	Evidence	
	1) AVID Site Team and SLT collaborate on AVID Site Plan development and implementation.						
	2) Ensure AVID Site Team composition includes SLT Representation.						
	3) Plan regular meetings between AVID Site Team and SLT to discuss implementation progress (at least 3x per year).						

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Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

CULTURE								
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment								
GOAL	A. COLLEGE DISPLAYS + TALK (5, 6): The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.							
					Progress			
	Actions						Responsible	Evidence
	1) Create public displays throughout the campus that promote college-going culture and opportunity awareness for all students.							
	2) Organize HS guest speakers/virtual college field trip opportunities for students to promote opportunity awareness.							474
	3) Implement College Shirt Day							
	4) Provide college promotion/opportunity awareness through weekly/daily announcements and thematic days/events.							
	5) Provide opportunities for career exploration for all students.							

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

Dickinson Independent School District

Silbernagel Elementary School

2021-2022 Campus Improvement Plan



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Mission Statement

The mission of Silbernagel Elementary School is to ensure that all students have successful learning opportunities that have rigor and relevance and will help them reach their full potential throughout their lives.

Vision

Our vision at Jake Silbernagel Elementary School is to ensure that each student makes at least a year's growth or more each year throughout their tenure at Silbernagel Elementary School. Our students in grades Pre-K through fourth grade will continue to excel in learning that will prepare them to be competitive and successful throughout the 21st century.

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Comprehensive Needs Assessment

Revised/Approved: May 5, 2021

Demographics

Demographics Summary

Silbernagel Elementary is one of 12 Title IA schoolwide campuses in Dickinson Independent School District. Silbernagel Elementary opened its doors in Feb/1980 and serves predominantly low socio-economic families. The chart below shows the distributions of Silbernagel students by grade level, ethnicity, and student groups.

2014-2015

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	7	African American	10.10%	Econ. Disadvantaged	78.65%
Prekindergarten	69	Asian	0.10%	At-Risk	57.57%
Kindergarten	105	Hispanic	75.30%	ESL	0.54%
1st Grade	119	Native American	0	LEP (BIL)	28.65%
2nd grade	137	Pacific Islander	0	Military	0.95%
3rd grade	133	White	13.40%	Special Ed	7.03%
4th Grade	170	Two or More	1.10%	Speech Services	4.32%
				Gifted/Talented	2.98%
Total	740				

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2015-2016

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	4	African American	9.97%	Econ. Disadvantaged	74.11%
Prekindergarten	72	Asian	0.28%	At-Risk	56.47%
Kindergarten	97	Hispanic	75.21%	ESL	0.85%
1st Grade	115	Native American	0	LEP (BIL)	33.43%
2nd grade	136	Pacific Islander	0	Military	1.991%
3rd grade	136	White	12.96%	Special Ed	6.88%
4th Grade	142	Two or More	1.57%	Speech Services	4.32%
				Gifted/Talented	3.56%
Total	702				

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2016-17

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	15	African American	11.05%	Econ. Disadvantaged	75.3%
Prekindergarten	64	Asian	0.40%	At-Risk	62.45%
Kindergarten	138	Hispanic	73.50%	ESL	1.60%

Total Population		Ethnic Breakdown	Student Group Distribution	
1st Grade	124	Native American	0LEP (BIL)	30.3%
2nd grade	125	Pacific Islander	0Military	0.93%
3rd grade	137	White	13.58%Special Ed	9.19%
4th Grade	148	Two or More	1.33%Speech Services	4.32%
			Gifted/Talented	2.93%
Total	770			

2017-18

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	21	African American	10.04%	Econ. Disadvantaged	83.06%
Prekindergarten	69	Asian	0.40%	At-Risk	80.09%
Kindergarten	120	Hispanic	71.80%	ESL	3.49%
1st Grade	134	Native American	0	LEP (BIL)	29.8%
2nd grade	125	Pacific Islander	0	Military	0.94%
3rd grade	131	White	11.96%	Special Ed	10.08%
4th Grade	144	Two or More	.941%	Speech Services	4.32%
				Gifted/Talented	2.93%
Total	744				

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Total Population

Ethnic Breakdown

Student Group Distribution

2018-19

Total Population

Ethnic Breakdown

Student Group Distribution

Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	17	African American	9.5%	Econ. Disadvantaged	81.75%
Prekindergarten	57	Asian	.59%	At-Risk	62.90%
Kindergarten	120	Hispanic	75.22%	ESL	3.85%
1st Grade	108	Native American	.59%	LEP (BIL)	31.75%
2nd grade	124	Pacific Islander	.15%	Military	1.78%
3rd grade	123	White	13.1%	Special Ed	14.54%
4th Grade	125	Two or More	.89%	Speech Services	8.01%
				Gifted/Talented	5.64%
Total	674				

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2019-20

Total Population

Ethnic Breakdown

Student Group Distribution

Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	14	African American	7.73%	Econ. Disadvantaged	77.54%

Total Population		Ethnic Breakdown		Student Group Distribution	
Prekindergarten	62	Asian	.76%	At-Risk	64.34%
Kindergarten	119	Hispanic	75.87%	ESL	5.16%
1st Grade	119	Native American	.46%	LEP (BIL)	40.82%
2nd grade	107	Pacific Islander	.0%	Military	2.12%
3rd grade	113	White	13.66%	Special Ed	13.66%
4th Grade	122	Two or More	1.52%	Speech Services	10.01%
				Gifted/Talented	5.76%
Total	659				

2020-21

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	16	African American	11.11%	Econ. Disadvantaged	74.18%
Prekindergarten	48	Asian	0.94%	At-Risk	62.13%
Kindergarten	103	Hispanic	73.40%	ESL	4.38%
1st Grade	127	Native American	0.31%	LEP (BIL)	35.99%
2nd grade	114	Pacific Islander	.0%	Military	2.66%
3rd grade	108	White	12.83%	Special Ed	17.21%
4th Grade	123	Two or More	1.41%	Speech Services	13.15%
				Gifted/Talented	7.51%
Total	639				

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Total Population

Ethnic Breakdown

Student Group Distribution

Demographics Strengths

Due to our high low SES, our campus is a Title 1A campus which receives federal funds to implement programs for our students. Our enrollment numbers have slightly decreased the last couple of years. The average daily attendance rate for students is 95-96%. The class size ranges from 22:1 - 25:1.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Daily attendance rate was below 98%. **Root Cause:** Students absent from school due to COVID-19.

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Student Achievement

Student Achievement Summary

2013-2014 STAAR Raw Score Averages: Reading 3rd grade - 74%, 4th grade - 63%; Math 3rd grade - 83%, 4th grade - 79%; Writing - 61%

Performance Index Report: Index 1 Student Achievement - 74, Index 2 Student Progress - 39, Index 3 Closing Performance Gaps - 41, Index 4 Postsecondary Readiness - 24.5.

Data was reviewed throughout the school year and ongoing adjustments were made to instruction and student groups so that learning and success was maximized for each student.

2014-2015 STAAR Raw Score Averages: Reading 3rd grade - 72%, 4th grade - 71%; Math 3rd grade - 86%, 4th grade - 83%; Writing - 62%

Performance Index Report: Index 1 Student Achievement - 67, Index 2 Student Progress - 22, Index 3 Closing Performance Gaps - 40, Index 4 Postsecondary Readiness - 25.

- Reading - ELL population - 31%
- Writing - Hispanic population - 58%, ELL population - 32% & Low SES population - 59%

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2015 State System Safeguards: Reading for ELL and Economically Disadvantaged students not met; Writing for Hispanic and ELL student were not met. Math was not included on 2015 State Performance Safeguards. Campus met participation rate for all student groups.

2015 Federal System Safeguards: Campus did not meet federal reading Safeguards for: All Students, African American, Hispanic, Economically Disadvantaged, Special Education or ELL student groups. Campus did not meet federal math safeguards for: All Students, Hispanic, Economically Disadvantaged, Special Education and ELL student groups. Campus met participation rate for all student groups.

2016-17 STAAR Scores: Reading - 67%, Math - 83%, Writing - 58%

2016-17 Performance Index: Index 1 - Student Achievement - 71, Index 2 - Student Progress - 48, Index 3 Closing Performance Gaps - 44, Index 4 - Postsecondary Readiness - 43

2017 State System Safeguards: Writing for Hispanic and Economically Disadvantaged students was not met. Campus met participation rate for all student groups.

2017 Federal System Safeguards: Campus did not meet federal reading Safeguards for: All Students, African American, Hispanic, Economically Disadvantaged, Special Education or ELL student groups. Campus did not meet federal math safeguards for: All Students, Hispanic, Economically

Disadvantaged, Special Education and ELL student groups. Campus met participation rate for all student groups.

2017 2nd grade DRA: All Students - Above Level - 28.23% On Level - 8.06% Below Level - 63.71% **Economically Disadvantaged Students** - Above Level - 21.1% On Level - 8.26% Below Level - 70.64%

Greater number of our disadvantaged students left second grade reading below grade level.

2017-18 STAAR Performance Data:

Reading - 72% approached grade level standards, 38% met grade level standards, 17% mastered grade level standards

Math - 80% approached grade level standards, 46% met grade level standards, 23% mastered grade level standards

Writing - 57% approached grade level standards, 35% met grade level standards, 15% mastered grade level standards

2017-18 Closing the Gaps Status - Campus did not meet target in reading for : All Students, Hispanic, Economically Disadvantaged, EL (Current & Monitored), Continuously & Non-Continuously Enrolled. Campus did not meet target in math for: Continuously Enrolled.

2017-18 2nd grade DRA: All Students - Above Level - 32.46% On Level - 16.67% Below Level - 50.88% **Economically Disadvantaged Students** - Above Level - 26.67% On Level - 16.67% Below Level - 50.88%

2018-19 STAAR Performance Data:

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Reading -

3rd grade - 64% approached grade level, 25% met grade level, 13% mastered grade level

4th grade - 67% approached grade level, 34 % met grade level, 9% mastered grade level

Math -

3rd grade - 86% approached grade level, 48% met grade level, 17% mastered grade level

4th grade - 76% approached grade level, 48% met grade level, 16% mastered grade level

Writing -

4th grade - 55% approached grade level, 21% met grade level, 3% mastered grade level

2nd grade DRA: 41.56% above level, 19.48% on level, 38.96% below level

Bilingual DRA: 26.09% on level, 73.91% below level

Economically Disadvantaged: 29.31% above level, 22.41% on level, 42.28% below level

2019-2020 - MAP - STAAR Projected Proficiency

3rd grade Mathematics - 105 students - 20% Did Not Meet, 38% Approaches, 30% Meets, 11% Masters

3rd grade Reading - 105 students - 25% Did Not Meet, 43% Approaches, 26% Meets, 6% Masters

4th grade Mathematics - 116 students - 30% Did Not Meet, 47% Approaches, 18% Meets, 5% Masters

4th grade Reading - 116 students - 39% Did Not Meet, 37% Approaches, 19% Meets, 5% Masters

3rd & 4th grade combined

Total students - 221

486

Mathematics - 25% Did Not Meet, 43% Approaches, 24% Meets, 8% Masters

Reading - 33% Did Not Meet, 39% Approaches, 22% Meets, 6% Masters

2020-21 STAAR Performance Data:

Reading -

3rd grade - 68% approached grade level, 33% met grade level, 12% mastered grade level

3rd grade/Spanish - 71% approached grade level, 52% met grade level, 32% mastered grade level

4th grade - 64% approached grade level, 27% met grade level, 10% mastered grade level

4th grade/Spanish - 40% approached grade level, 25% met grade level, 10% mastered grade level

Math -

3rd grade - 73% approached grade level, 30% met grade level, 14% mastered grade level

3rd grade/Spanish - 68% approached grade level, 32% met grade level, 21% mastered grade level

4th grade - 70% approached grade level, 39% met grade level, 23% mastered grade level

4th grade/Spanish - 44% approached grade level, 11% met grade level, 11% mastered grade level

Writing -

4th grade - 47% approached grade level, 10% met grade level, 2% mastered grade level

4th grade/Spanish - 45% approached grade level, 15% met grade level, 0% mastered grade level

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Student Achievement Strengths

Our dedicated staff worked and will continue to work diligently to help our students make the necessary gains in order to meet and master the grade level standard on the STAAR tests as indicated by the Texas Education Agency. Response to Intervention is consistently implemented throughout the year.

School Culture and Climate

School Culture and Climate Summary

Silbernagel is a safe, inviting and friendly place to learn. Our campus is well maintained and clean considering the age of the campus. Our students enjoy coming to school. They are greeted daily with words of encouragement and a genuine sense of caring by all Silbernagel staff. Our students are provided free breakfast or snack pack. Visitors to our campus comment on the positive school climate felt upon entering our building. Our school is well organized and has a family atmosphere. Students, parents and visitors are welcomed into our school with warmth and professionalism.

School Culture and Climate Strengths

- Teacher expectations of student academic success and behavior are high.
- Bullying is not tolerated...classroom lessons on bullying/social emotional are instructed by our counselor.
- Silbernagel conducted all required safety drills.
- Teachers are given an increased amount of time for planning.
- Student birthdays are recognized daily.
- Students in 3rd & 4th grade participate in Robotics competitions.
- Grandparents and parents are recognized through Grandparents Day, Muffins for Mom Day and Doughnuts for Dad.
- CTT (Collaborative Team Times) are every Tuesday.
- Field trips are provided for all grade levels that are TEKs aligned to support curriculum taught in classrooms.
- A back-to-school dance is held in September to welcome students and parents to the beginning of another school year
- Conflict Corner
- Restorative Practice
- Motivational Assemblies
- Red Ribbon Week Assemblies
- Parent Engagement Coordinator

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Limited environmental print in Spanish.

Problem Statement 2: Limited visitors on campus during the 2021-22 school year. **Root Cause:** COVID 19

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Silbernagel Elem. has 100% of highly qualified and dedicated teachers who believe in our students and their success. Seven new teachers joined the Silbernagel staff this year due to former staff members resigning and/or moving out of the area. All of our teachers received training in Navigating the ELPS, Seven Steps, Character Strong and Restorative Practices.

Staff Quality, Recruitment, and Retention Strengths

- High expectations are set for staff attendance.
- Our instructional specialists provide support, guidance and coaching to our teachers as needed.
- Teachers constantly adjust instruction and activities to meet the needs of all our students.
- Professional development provides teachers with a way to directly apply what they have learned to their teaching.
- More rigorous hiring process.
- Implementation of The 7 Steps for a Language Rich Environment has increased the use of complete sentences by the students.
- Protege and Mentor program provided to new teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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Problem Statement 1: Inability to recruit and hire highly qualified teachers for bilingual programs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data is used as a source to lead instruction, spiraling, and re-teaching. Both Curriculum Based Assessments and Common Assessments are aligned with the TEKS and the data is used to guide instruction. Instruction is designed to meet the needs of all learners in a balanced literacy and math program. Curriculum Based Assessments are aligned with the scope and sequence set forth by the district. Common Assessments are based on the same scope and sequence for each nine weeks grading period. Students are measured on what skills they are to master in that time period. At the end of each nine weeks, students complete "I Can Charts". The assessments are created using the backward by design plan in order to ensure the instruction is aligned to the district curriculum and the rigor is evident. AVID schoolwide systems will ensure improved academic performance for all students on their path to college and career readiness.

Curriculum, Instruction, and Assessment Strengths

Strengths within our campus relating to curriculum, instruction, and assessment include the following:

- Instructional Specialists provide Tier 2 intervention for our students and provide coaching to teachers to improve Tier 1 instruction.
- CTT meetings are held every Tuesday to plan for instruction.
- Maximized minutes are spent on instruction throughout the day.
- Teachers use Lead4ward field guides and quick starts to plan engaging experiences and activities.
- LLI/SIL instruction is provided to students identified through the RTI process.
- Dyslexia classes provided to students identified through 504 and special ed.
- ST Math is used 1st - 4th grade as an intervention and reinforcement for math.
- Teachers pull their Lead4Ward data to improve quality of instruction.
- Neuhaus trained ELA teachers in K-2nd grade.
- Dual Language in Pre-k, Kindergarten, 1st grade & 2nd grade
- MAP testing two times a year in 4th grade
- MClass/Amplify testing - K-3rd grade
- WICOR strategies (AVID)
- Instructional coaches provide strategies on how to enrich during planning.

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Campus is in need of supplemental math and reading books (print/digital) for 3rd & 4th grade students(Sirius math/reading books) in order to support learning at home.

Problem Statement 2: A comprehensive phonics program is needed for all students in Kindergarten-2nd grade.

Problem Statement 3: Teachers need support with providing appropriate interventions and enrichment in all subjects.

Problem Statement 4: Too many of our economically disadvantaged students leave without a solid balanced literacy background.

Problem Statement 5: The campus needs continued support, training and materials to accomplish the campus goals in AVID Schoolwide Domains: Instruction, Systems, Leadership and Culture.

Problem Statement 6: All ELA teachers need specific training in shared reading, guided reading and writing instruction.

Problem Statement 7: Campus is in need of up-to-date literature in the library in English and Spanish.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is evident through our attendance rosters gathered during our literacy and mathematics nights, fall and spring open house, parent resource night, muffins with mom and donuts with dad. Translated communication is provided for our Spanish speaking families. Parents receive school information through flyers, the call out system, email, class remind, and campus web page/facebook. Parents are able to monitor grades and attendance through Skyward. In the past, we have a large community turn out for our Thanksgiving Luncheon. It is our hope to continue the tradition post COVID - 19. Our business partners participate in serving our Thanksgiving Luncheon.

Our Campus Parent Engagement Policy was updated on Wednesday, May 5, 2021. Committee members included Leslie Burke - Principal, Tameka Henry - counselor, AJ Lemmon - Assistant Principal, Sarah Burch - teacher, Michael Delacruz - teacher, Tia Porter - teacher, Julie Rearick - Instructional Specialists, Jamie Morreale - teacher, Margaret Hunter - paraprofessional, Alysia Owens - teacher, Tiffany Biggars - parent, Cynthia Valencia - grandparent.

The Campus Parent Engagement Policy and Parent Compact will be provided in English and Spanish and located on our school website. They are provided to parents during registration and meet the teacher in August, Family Math and Literacy Night, Title 1 meetings, parent conference day and Open House. Copies are located in our front lobby.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

Several opportunities for family involvement exists such as.....

- family literacy/math night
- Open House
- Parent Orientation
- training on Skyward access
- Parent/Teacher conferences are provided during the day and evenings.
- Parents are involved in SIT, ARD, CIC and LPAC meetings.
- Pre-K and kindergarten round up in May.....informing our kindergarten parents of the expectations of kindergarten

- Donuts for Dads
- Muffins for Moms
- Grandparent's Day
- Veteran's Day program
- Career Day
- 1st & 2nd semester Awards Assemblies
- Parent Resource Fair
- GT Product Fair
- Notification of STEM night to 4th grade parents
- Parent Assistance Night understanding content standards
- PTO meetings

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent engagement needs to increase on campus. **Root Cause:** Work or lack of interest from parents keeps them from being involved.

Problem Statement 2: .

School Context and Organization

School Context and Organization Summary

The students' perception of the school is generally positive as is that of parents and community members. The school has a long-standing history of transfer requests from parents. Silbernagel has Pre-K through 4th grade as well as SAILS and ECSE. All teachers are provided a fifty-five minute planning time every day in order to write common assessments, lesson plan, plan for guided reading and math small group instruction, disaggregate data, and complete appropriate documentation for student needs.

School Context and Organization Strengths

The goals of the campus and the district are aligned in curriculum and instruction, safety and security, facilities and operation and in parent and community involvement. The collaborative teams are comprised of grade level teachers, academic coaches, and campus administrators. These teams meet every Tuesday to plan for instruction. The assessment data helps to dictate where extra teacher and instructional specialist support are needed and used at each grade level. The daily operations reveal a structured schedule that maximizes instructional time and is being implemented in systematic fashion campus-wide. The rules and regulations in place facilitate learning and provide students and staff a safe and secure learning environment. The campus implemented Restorative Practices campus wide and meets as a campus team two to three times a year to re-evaluate the learning environment. The parents are given the opportunity to participate in the school-wide discipline through the behavior chart. Two-way communication exists between parents and teachers. Teachers are generally given the autonomy to solve their own problems with their classroom or grade level and are given academic and administrative support on a case-by-case basis. The campus leadership team and campus improvement committee meet regularly to discuss progress as well as concerns of the campus. Campus administrators make expectations known for the campus.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Principals need continued support on assisting teachers who have difficulty planning effective instruction.

Problem Statement 2: Staff and teachers will need support/resources to transition to post-pandemic schooling. **Root Cause:** COVID 19

Technology

Technology Summary

JSES currently has fourteen chrome book carts, two computer labs, document cameras in every classroom, teacher computer in every room, and extra computers in the library.

Technology Strengths

- Part of the auxiliary schedule allows students to rotate through the lab at least once a week
- Teachers use technology to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets.
- Every student has access to the computer lab at least 3 times a week.
- Every student has access to a chrome book daily.
- Students are proficient with logging in on their own.
- Technology is used across the curriculum.
- All teachers use Schoology.

Problem Statements Identifying Technology Needs

495

Problem Statement 1: The campus is in need of additional technology in order for all students to have equal access. **Root Cause:** Not enough funding

Priority Problem Statements

496

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: During 2021-22, 100% of all students will show one year or more growth in reading and 50% of the students will achieve Meets performance standard on STAAR Reading Grades 3 and 4.

Targeted or ESF High Priority

Evaluation Data Sources: Improved STAAR results, TELPAS, CBA's, MAP, IEP progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: ELA Instructional Specialists attend ELA & Social Studies CLT meetings that model research based best practice in the content areas. Strategy's Expected Result/Impact: Improved STAAR performance. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Academic Coaches - 211-Title IA - 211--8-11-105-30-00-6119-00 - \$126,661	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Contracted services with consultants will be provided to assist teachers in overall student improvement through differentiation and focused teaching. Strategy's Expected Result/Impact: Improved STAAR performance in all student groups Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: Contracted Services - 255-Title IIA - 255-8-13-105-24-29-6299-00 - \$2,600	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms. Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math Funding Sources: Supplies and materials - 211-Title IA - 211-8-11-105-30-29-6399-00 - \$22,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: CTT meetings once a week for planning and professional learning. Strategy's Expected Result/Impact: Schedule of CTT meetings, agendas and sign-in sheets. Lesson plans are collaborative, aligned with TEKS, improved common assessments and CBA performance Staff Responsible for Monitoring: Administrators, Instructional Specialists, Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Actively participate in team meetings that are focused on instruction and student improvement. Team meetings will also address exploring strategies to promote higher order thinking skills in all students, interventions for closing instructional gaps and sharing best practices. Strategy's Expected Result/Impact: Team meetings, data to reflect increase in individual scores. Staff Responsible for Monitoring: teachers instructional specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teacher and student creation of data sheets so students can track their progress and set goals. School will focus on having Academic Celebrations and Recognition for progress. Strategy's Expected Result/Impact: Students can articulate their progress. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Instructional Specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop, reading readiness and accurate automatic reading. Strategy's Expected Result/Impact: Classroom environment, small guided groups and formative data binders. Increase number of students leaving grade level on level in reading. Staff Responsible for Monitoring: Administrators, Instructional Specialists TEA Priorities: Build a foundation of reading and math Funding Sources: Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - \$126,661	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Improve TELPAS proficiency levels from previous year. Monitor ELL, ESL, M1, M2 and waiver students for academic progress. Strategy's Expected Result/Impact: Evidence of student growth and performance level on common assessments, CBA, TELPAS and STAAR. Staff Responsible for Monitoring: Administrators, Bilingual teachers, instructional specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Conduct Power CTT once a nine weeks to disaggregate data, plan for the nine weeks, learning walks. Strategy's Expected Result/Impact: Evidence of student growth and increased performance level on curriculum based assessments and STAAR. Staff Responsible for Monitoring: Administrators and instructional specialists c	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Dyslexia students served every day for forty-five minutes with the dyslexia teacher. Strategy's Expected Result/Impact: Student progress and achievement level on common assessments, curriculum based assessments and STAAR. Staff Responsible for Monitoring: Dyslexia specialist Funding Sources: - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching. Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR. Staff Responsible for Monitoring: Administrators Funding Sources: Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - \$126,661, Contracted Services - 211-Title IA - 211-8-13-105-30-24-6200-DW - \$4,166, Professional Development - 255-Title IIA - 255-8-13-105-24-29-6299-00 - \$2,600, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Support from educational staff in reading explaining the TEKS at each grade level and involving teachers from selected grade levels to write and review CBA. Strategy's Expected Result/Impact: Student progress and increase achievement levels on curriculum based assessments and STAAR & training sign-in sheets Staff Responsible for Monitoring: Curriculum specialist	Formative			Summative
	Nov	Jan	Mar	June
				499
Strategy 13 Details	Reviews			
Strategy 13: Increase in walkthroughs to ensure implementation of TEKS in reading at all grade levels. Strategy's Expected Result/Impact: Student progress and higher achievement levels on curriculum based assessments and STAAR. Staff Responsible for Monitoring: Administrators, ELA curriculum specialists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: GT enrichment will be provided throughout the instructional day for students identified as GT. Strategy's Expected Result/Impact: 10% increase of students reaching Masters performance level on STAAR. Staff Responsible for Monitoring: Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
Strategy 15: Leveled Literacy Invention and SIL groups are provided as needed to improve the reading levels of at-risk and EL students. Strategy's Expected Result/Impact: Student progress in reading Staff Responsible for Monitoring: Instructional Specialists and Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Basic Language Skills groups are provided daily. Strategy's Expected Result/Impact: Student progress in reading Staff Responsible for Monitoring: Instructional Specialists Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literacy Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di) Strategy's Expected Result/Impact: Vertical Alignment Kinder-4th grade Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				500
Strategy 18 Details	Reviews			
Strategy 18: JSES will implement dual language in Pre-K, Kindergarten, 1st grade and 2nd grade. Materials, supplies and training will be provided to teachers and students in order to be successful in the acquisition of their native language(Spanish) as well as learning English. Strategy's Expected Result/Impact: Acquisition of Spanish/English Staff Responsible for Monitoring: Bilingual Instructional Specialist and Administrators Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 19 Details	Reviews			
Strategy 19: Fundation phonics will be provided to teachers in grades K-2nd grade to assist them with instruction in phonics. Strategy's Expected Result/Impact: Increased number of students on grade level in reading. Staff Responsible for Monitoring: Administrator Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Bilingual teachers in 1st and 2nd grade will receive training in Esperanza. Esperanza will assist teachers with phonics instruction with our ELL students. Strategy's Expected Result/Impact: Increase number of ELL students on grade level in reading Staff Responsible for Monitoring: Bilingual instructional specialists and administrators. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: Bilingual teachers in Pre-K and Kindergarten will receive training in Estrellita. Estrellita will assist teachers with phonics instruction with our ELL students. Strategy's Expected Result/Impact: Increase number of ELL students on grade level in reading Staff Responsible for Monitoring: Bilingual instructional specialists and administrators. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				501

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: During 2021-22, 100% of all students will show one year or more growth in math.

Targeted or ESF High Priority

Evaluation Data Sources: Improved STAAR results, CBA's, MAP, IEP progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialist will attend math & science CLT meetings that model research based best practice in the content areas. Strategy's Expected Result/Impact: Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders. Staff Responsible for Monitoring: Instructional specialists & administrator Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - \$126,661	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: To improve instructional practices and promote small group instruction, teachers will have an opportunity to observe other math teachers. Strategy's Expected Result/Impact: Evidence of student growth on common assessments and curriculum based assessment. Staff Responsible for Monitoring: Instructional specialists and administrator TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				502
Strategy 3 Details	Reviews			
Strategy 3: Teachers and instructional specialists will continue to receive professional development to improve instructional practices...CAMT, Math Games for the Texas State Standards, etc Strategy's Expected Result/Impact: Evidence of student growth on common assessments and curriculum based assessment. Staff Responsible for Monitoring: Administrators Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms. Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR. Staff Responsible for Monitoring: Administrator Funding Sources: Materials - 211-Title IA - 255-8-23-105-24-29-6399-00 - \$946	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching. Strategy's Expected Result/Impact: Documented classroom observations of teachers and coaches using strategies. Increased scores on CBA, benchmarks and STAAR. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: During 2021-22, 100% of all students will show one year or more growth in writing.

Targeted or ESF High Priority

Evaluation Data Sources: Improved STAAR results, CBA's, PBMAS, TELPAS, IEP progress monitoring, writing portfolios

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialist will attend ELA & Social Studies CLT meetings that model research based best practice in the content areas. Strategy's Expected Result/Impact: Documented sign-in sheets of training, classroom environment, small guide groups and formative data binders, walk-throughs, improved CBA results, increased reading levels as measured by DRA, CBA and STAAR Staff Responsible for Monitoring: Curriculum specialists, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Contracted services will be provided to assist teachers in overall student improvement through differentiation and focused teaching in writing. Specific focus will be on writing, writing portfolios and writing calibration. Strategy's Expected Result/Impact: Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders. Staff Responsible for Monitoring: Principal Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Contracted Services and programs - 211-Title IA - 211-8-13-105-30-24-6200-DW - \$4,166, - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				504

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental instructional materials that support professional development. -Writing - Empowering Writers -Social Studies -Leveled books (Balanced Literacy Library) -Comprehension -Phonics -Guiding Readers and Writers -Climb Inside a Poem -Interactive Read Aloud -Lucy Calkins Units of Study -Multisensory Grammar - Patterns of Power - Scholastic Storyworks - Scholastic Short Reads Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via DRA, CBA and STAAR results Staff Responsible for Monitoring: Principal Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Instructional specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop. Instructional Interventionists provide Tier 2 intervention to students. Strategy's Expected Result/Impact: Classroom environment, small guided groups and formative data binders. Staff Responsible for Monitoring: Administrator Funding Sources: FTE 2.0 - 211-Title IA - 211-8-11-105-30-00-6119-00 - \$126,661, - 199-SCE, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching. Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will use Lucy Calkins Units of Study to assist in writing instruction in grades K-4. Strategy's Expected Result/Impact: Evidence of growth in students' writing. Staff Responsible for Monitoring: Administrators, & instructional specialists Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: ELA teachers in 3rd & 4th grade actively participate in calibration provided by contracted services. Strategy's Expected Result/Impact: Writing Essays Staff Responsible for Monitoring: Instructional Specialists and Administrators		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: During 2021-22 we will ensure 100% of students are offered well-rounded educational opportunities.

Evaluation Data Sources: Improved STAAR results, Increased interest in STEM activities

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching. Strategy's Expected Result/Impact: Evidence of student growth on informative and formative assessments. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development to assist instructional specialist in writing goals and objectives for our students with disabilities. Strategy's Expected Result/Impact: Well developed program for students with disabilities. Staff Responsible for Monitoring: Instructional Specialists, Special Ed staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: JSES will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, updated literature in the library in both English and Spanish, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				507
Strategy 4 Details	Reviews			
Strategy 4: Recess will provided to all students every day. Strategy's Expected Result/Impact: Promote healthy students through daily exercise. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Art will be provided weekly to students. Supplies and materials will be purchased as necessary. Strategy's Expected Result/Impact: Promote fine arts with our students. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: JSES will promote well-rounded educational opportunities for all students through Maker Space. Supplies, materials and technology will be needed in order to provide this opportunity to all students. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Administrator Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Increase student attendance from 95% to 98%.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly PEIMS/Skyward/Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Counselor will attend training on guidance lessons in order to provide students with weekly guidance lessons that focus on bullying, relationships, abuse, etc. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff members will attend training and receive reading materials on safety, restorative practices, and/or relationship building in order to promote a safe learning environment. Strategy's Expected Result/Impact: Analysis of office referral data Staff Responsible for Monitoring: Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use Core Essential Social Skills, character counts and right choice programs, Project Wisdom and It Starts with Hello to promote positive character development. Strategy's Expected Result/Impact: Classroom walk-throughs, office referral documentation Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. Strategy's Expected Result/Impact: Documented services and materials supplied to students. Student attendance. Staff Responsible for Monitoring: Counselor, District Social Worker Funding Sources: Instructional materials - 211-Title IA - 211-8-11-105-30-29-6399-41 - \$300, Transportation - 211-Title IA - 211-8-11-105-30-29-6412-41 - \$2,083	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Promote "No Place for Hate" program campus wide. Strategy's Expected Result/Impact: Students trained as Ambassadors for the program, students and staff wearing shirts in support of the program and participation in Unity Day. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Teachers will complete training's on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting in order to address specific situations. Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide teachers training on bully prevention in order to notice signs in the classrooms. Strategy's Expected Result/Impact: Reduction in the number of referrals for bullying and increase in student attendance Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide physical education classes for all students 2-3 days a week. Strategy's Expected Result/Impact: Improvement in physical fitness of students. Staff Responsible for Monitoring: PE teacher	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Increase the number of parent engagement activities from eleven to fifteen.

Evaluation Data Sources: Sign in sheets, feedback from survey

Strategy 1 Details	Reviews			
Strategy 1: Hold Family Literacy and Math Night on _____ to promote the importance of reading, writing and math and to provide parents with strategies and activities they can do at home to help their children with these skills. Make and Take activities will be provided. ***Date has not been set due to COVID-19. Strategy's Expected Result/Impact: Analysis of parent surveys, attendance sheets Staff Responsible for Monitoring: Academic Coaches Administrators Classroom Teachers Librarian Funding Sources: Snacks - 211-Title IA - 211-8-61-105-30-29-6499-00 - \$200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be invited to all school functions such as Open House, Awards Assemblies, Parent Orientation/Title 1 meetings, Thanksgiving luncheon, muffins for moms, donuts for dads, music programs, evening book fairs, field day. Parent Orientation/Title 1 Nights - ELL parent night - Awards Assemblies - Field Day - Thanksgiving Luncheon - Evening book fairs - Open House - Music Programs - Strategy's Expected Result/Impact: Parent survey, sign in sheets Staff Responsible for Monitoring: Academic coaches, Administrators, classroom teachers, counselor, librarian Funding Sources: Snacks for parent meetings - 211-Title IA - 211-8-61-105-30-29-6499-00 - \$200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Staff and campus web pages will be kept current and used to communicate with parents and the community. Strategy's Expected Result/Impact: up-to-date web pages Staff Responsible for Monitoring: Classroom teachers, receptionist	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Recruit staff, parent, community and business members to participate in the evaluation, development and planning of the campus improvement plan during the school year. Strategy's Expected Result/Impact: Documentation of invitations, meetings with sign-in sheets, agendas, notes and completed CIP. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide parents with information regarding the district, campus and curriculum and information on their child's progress and opportunities to participate in campus activities. Strategy's Expected Result/Impact: Documentation of distribution of information, sign-in sheets at activities and parent survey results. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for parents of bilingual students to meet with their child's teacher to learn how to increase their child's English proficiency. Strategy's Expected Result/Impact: Improvement on STAR, Telpas, common assessments and CBA Staff Responsible for Monitoring: teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide opportunities for parents of PreK students to visit the campus in the Spring and receive information about PreK. Strategy's Expected Result/Impact: Documentation of invitations and parent survey results Staff Responsible for Monitoring: Teacher, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide parents with their child's academic results on state assessment. Strategy's Expected Result/Impact: Provide necessary student information for parents to access website. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide parental conferences with teachers on their child's academics. Strategy's Expected Result/Impact: Documentation of invitation and sign in sheets Staff Responsible for Monitoring: teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Community Involvement Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Pre-K and Kindergarten social provided for students and parents in August before the start of school. Strategy's Expected Result/Impact: Students and parents meet teachers and other students before school begins. Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Parent Engagement Coordinator will help plan and implement parent engagement activities throughout the year. Strategy's Expected Result/Impact: Increase in parent involvement - sign-in sheets Staff Responsible for Monitoring: Administrator Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
				513
Strategy 13 Details	Reviews			
Strategy 13: Parent assistance in understanding content standards, how to monitor their child's progress and help improve student achievement. Strategy's Expected Result/Impact: Parent Survey Results Staff Responsible for Monitoring: Parent Engagement Coordinator and Administrators Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Reduce the turnover rate by 5% through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Evaluation Data Sources: Retain highly qualified effective teachers and recruit the best highly qualified teachers for the staff.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom. Strategy's Expected Result/Impact: PDAS and walk throughs Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Any new teacher will be provided support from a mentor teacher located on the campus. Strategy's Expected Result/Impact: Good teaching in the classroom and the individual desire to grow on campus. Increased in certification for staff. Staff Responsible for Monitoring: Director of Professional Development, Principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Give timely feedback to teachers from walkthrough visits and observations. Strategy's Expected Result/Impact: Eduphoria records, administrator tracking sheets of walkthrough visits Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards. Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. Staff Responsible for Monitoring: Director of Professional Development, Principal, Director of Human Resources Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide staff with researched based training and materials to enhance instruction for all students in all content areas. Strategy's Expected Result/Impact: Improvement in MAP Reading Levels and STAAR scores Staff Responsible for Monitoring: Deputy Superintendent for Educational Services, Director of Federal Programs, Director of Professional Development, Principal, Teacher TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Supplies and materials - 255-Title IIA - -8-13-105-24-29-6399-00 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: District campus principals and their collaborative teams will be provided with training, support, materials and coaching on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction. Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner. Staff Responsible for Monitoring: Deputy Superintendent for Educational Services, Director of Professional Development	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Principal will attend college recruitment. Strategy's Expected Result/Impact: Hiring of highly qualified teacher Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Campus administration will attend special education legal training in order to remain current on special education laws. Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner. Staff Responsible for Monitoring: Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Campus administration will attend professional development throughout the year. -lead4ward -Restorative Practice -Lucy Calkins -etc Strategy's Expected Result/Impact: Documentation of training Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Ensure 100% of allotted budget is spent on activities to improve student achievement and campus environment.

Evaluation Data Sources: Budget

Strategy 1 Details	Reviews			
Strategy 1: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets. Strategy's Expected Result/Impact: Sign in sheet from training, compliance with district policies regarding budget management. Staff Responsible for Monitoring: School secretary, Principal, Director of Business Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All business and money handled on campus will be documented and receipts will be provided. Strategy's Expected Result/Impact: Clear audits Staff Responsible for Monitoring: School Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate and plan with district budget managers when making decisions based on professional development. Master schedule, student and staff programs and materials to support at-risk students academic learning and improvement. Strategy's Expected Result/Impact: Documentation of purchase orders, request for pay. Correct use of funds as documented in audits. Staff Responsible for Monitoring: Principal, A-Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide and monitor procedures in place to promote energy conservation on a daily basis. Strategy's Expected Result/Impact: Documentation completed by district energy management team. Staff Responsible for Monitoring: Principal, staff	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: 100% of students and teachers will utilize technology daily in order to gain 21st century learning experience.

Evaluation Data Sources: iStation Data, Prodigy data

Strategy 1 Details	Reviews			
Strategy 1: Grade level technology TEKS will be the basis of instruction in the classroom and computer lab. Strategy's Expected Result/Impact: Lesson plans incorporating technology, evidence of students using technology observed in walkthrough visits and observations Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to purchase instructional technology hardware that will support the most current educational software and testing requirements. Strategy's Expected Result/Impact: All teachers have necessary instructional technology in the classrooms in order to carry out things learned in professional development to increase student achievement. Staff Responsible for Monitoring: Technology Department Principal Dir. Fed. Programs/ELL	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The two computer labs will be used to provide students with such programs as ST Math. Strategy's Expected Result/Impact: Documentation of lab used by students. Staff Responsible for Monitoring: Administrator, Classroom teachers Funding Sources: Supplies and materials - 211-Title IA - 211-8-11-105-30-29-6399-00 - \$22,000	Formative			Summative ⁵¹⁷
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize the instructional technologist to help teachers utilize technology to develop and continue to improve instruction. Strategy's Expected Result/Impact: Teachers use of technology Staff Responsible for Monitoring: Administrators, instructional technologist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide supplemental and researched based instructional resources to support teachers with instruction of students. Strategy's Expected Result/Impact: Student progress on curriculum based assessments and STAAR. Staff Responsible for Monitoring: Administrators, instructional technologist Funding Sources: - 211-Title IA - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: MAP testing conducted two times a year to assess 4th grade students in reading and math. Strategy's Expected Result/Impact: Student progress in math and reading. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: MClass testing conducted three times a year to assess Kinder-3rd grade students in reading and math. Strategy's Expected Result/Impact: Student progress in math and reading Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Silbernagel Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker	.08	
Cantrell, J	Instructional Support		1.0
Hunter, M.	Instructional Support Paraprofessional		1.0
Pinegar, S.	Instructional Support Paraprofessional		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
James, C.	Instructional Specialist		1.0

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches	211--8-11-105-30-00-6119-00	\$126,661.00
1	1	3	Supplies and materials	211-8-11-105-30-29-6399-00	\$22,000.00
1	1	7	Academic Coaches	211-8-11-105-30-00-6119-00	\$126,661.00
1	1	11	Academic Coaches	211-8-11-105-30-00-6119-00	\$126,661.00
1	1	11	Contracted Services	211-8-13-105-30-24-6200-DW	\$4,166.00
1	2	1	Academic Coaches	211-8-11-105-30-00-6119-00	\$126,661.00
1	2	4	Materials	255-8-23-105-24-29-6399-00	\$946.00
1	3	2	Contracted Services and programs	211-8-13-105-30-24-6200-DW	\$4,166.00
1	3	4	FTE 2.0	211-8-11-105-30-00-6119-00	\$126,661.00
2	1	4	Instructional materials	211-8-11-105-30-29-6399-41	\$300.00
2	1	4	Transportation	211-8-11-105-30-29-6412-41	\$2,083.00
3	1	1	Snacks	211-8-61-105-30-29-6499-00	\$200.00
3	1	2	Snacks for parent meetings	211-8-61-105-30-29-6499-00	\$200.00
5	2	3	Supplies and materials	211-8-11-105-30-29-6399-00	\$22,000.00
5	2	5			\$3,000.00
Sub-Total					\$692,366.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Contracted Services	255-8-13-105-24-29-6299-00	\$2,600.00
1	1	11	Professional Development	255-8-13-105-24-29-6299-00	\$2,600.00
1	2	3			\$0.00
4	1	2			\$0.00
4	1	5	Supplies and materials	-8-13-105-24-29-6399-00	\$1,000.00
Sub-Total					\$6,200.00

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$698,566.00

Addendums

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AVID Schoolwide College Readiness Goals 2020-2021

SILBERNAGEL ELEMENTARY

I. Instruction

Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All

II. Systems

Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis

III. Leadership

Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.

IV. Culture

Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

Site Team Members:

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	A. Writing Process (2): Ensure students in grades 2, 3 and 4 routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing, or editing, and publishing) and produce a final product at least 1x each nine weeks.						
	Progress						
	Actions				Responsible	Evidence	
	1) Provide PD to ensure common understandings and expectations in grades 2, 3, and 4.				Zamarripa, Batchelor & James	Agenda, Sign-in sheets, notes	
	2) Ensure Writing Products/Process lessons and experiences are planned within grade level PLC each nine weeks.				Zamarripa, Batchelor & James	Agenda, Sign-in sheets, notes, lesson plans	525
	3) Display student products each 9 weeks.				ELA teachers – grades 2 nd -4 th	Student products	
	4) Implement plan to celebrate student authors in each grade level (publishing parties, learning walks, show and tell, etc).				ELA teachers – grades 2 nd -4 th	Checklist/reflecti on, pictures, celebration	

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	B. Collaboration (8): AE Students routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g.....)					
		Progress				
	Actions				Responsible	Evidence
	1) Create a vertical articulation of collaboration expectations and models for grades PK-4.				Site team members	Agenda, notes from grade level planning
	2) Ensure Collaboration strategies are modeled and planned within lessons at each grade level within the PLC.				Site team members	Agenda, notes, 526 lesson plans
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.				Burke	Checklist/reflection

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	C. Collaboration (7): AE Students in grades 3 and 4 routinely use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)					
		Progress				
	Actions				Responsible	Evidence
	1) PD for teachers on student ICT collaboration tools and strategies to ensure common understandings and expectations				Gilchrest, Simpson, Porter	Agenda, student use of google classroom
	2) Ensure ICT Collaboration strategies are planned within lessons within the PLC.				Gilchrest, Simpson, Porter	Lesson plans 527
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.				Burke	Feedback/reflection

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	D. WICOR (12): The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.						
	Progress				Responsible	Evidence	
	Actions						
	1) Site Team Collaboration on WICOR framework and strategies to ensure common understandings and expectations				Site Team	Notes from site team collaboration	
	2) Establish connection within PD between current practice/instructional strategies and connection to WICOR.				Site Team	Notes, discussion and planned lessons 528	
	3) Create visuals/displays/anchor charts to enforce connection between current practice and connection to WICOR through the campus, in PLC Conf Room, common spaces.				Site Team	Photos, walk-throughs	
	4) Ensure WICOR strategies are modeled and planned within lessons with the PLC.				Site Team	Agenda, notes, lesson plans	
	5) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model WICORized lessons and planning.				Burke	Feedback/reflecti on	

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	E. Higher Level Thinking (4): AVID Elementary students in 1 grade level actively participate in questioning using Costa's Levels of Thinking during class lessons, discussions, and problem-solving.						
		Progress					
	Actions					Responsible	Evidence
	1) Ensure inquiry strategies according to Costa's Levels are modeled and planned within lessons within the PLC.					Tonnies, Samuelson, Owens, Rearick, Zamarripa, Burke	Agenda, lesson plans
	2) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model inquiry and Costa's Levels of questioning within lessons and planning.					Burke	Reflection/feedback

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Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	F. Learning through Writing (1): AVID Elementary students in grades 3, 4 spend time processing content through writing (learning logs, quick writes, annotations, etc.) 1x per week in every content.						
					Progress		
	Actions					Responsible	Evidence
	1. Ensure Learning through Writing strategies are modeled and planned within lessons within the PLC.					Farris, Porter, Simpson, Lopez, Batchelor, Gilchrest, Burke	Lesson plans, student samples, displays in PODs, hallways, etc.
	2. Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model Learning through Writing within lessons and planning.					Burke	Reflection/feedb ack 530

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	A. SITE TEAM + PLAN (1, 2, 3): The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.					
	Progress					
	Actions				Responsible	Evidence
	1) Establish AE Site Team membership that includes campus representation from all grade levels and leadership positions.				Burke	Agenda & sign-in sheet 531
	2) AE Site Team will collaborate and develop Site Plan for implementation.				Site Team	Plan
	3) AE Site Team will at least meet quarterly to review implementation progress and set action goals for future work.				Site Team	Agenda, notes, goals

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

SYSTEMS							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
GOAL	B. Instructional Methods (12): The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.						
		Progress					
	Actions					Responsible	Evidence
	1) Develop plan for instructional PD to support instruction in Collaboration, ICT for Collaboration, WICORized lessons, and Inquiry strategies.					Site team	Agenda, sign-in sheets & plan for each
	2) AVID Site Team participates in AVID Communities of Practice through the year to continue AVID learning.					Site team	Certificate of Attendance 532
	3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus. a. Writing To Learn - 3rd & 4th grade AVID teachers b. Inquiry - Samuelson, Tonnies, Owens, Zamarripa & Rearick c. Collaboration – Lopez & Batchelor d. Organization – Tonnies & Samuelson e. Reading to Learn – Site team members f. AVID Weekly – Site team members g. Learning Walks – Rearick & Burke h. College & Career Awareness – Housh, Lemmon, Campbell, Cantrell & Rearick i. College-Going Culture – Housh, Lemmon, Campbell, Cantrell & Rearick						Agenda, plans & displays

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

LEADERSHIP							
Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.							
GOAL	A. SLT + AVID SITE TEAM (5): The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID.						
	Progress						
	Actions				Responsible	Evidence	
	1) AVID Site Team and SLT collaborate on AVID Site Plan development and implementation.				Site team	Agenda, sign-in sheets, plan	
	2) Ensure AVID Site Team composition includes SLT Representation.				Burke	List of team leaders/site team	
	3) Plan regular meetings between AVID Site Team and SLT to discuss implementation progress (at least 3x per year).				Burke	Sign-in sheets, agenda, notes	

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

LEADERSHIP							
Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.							
GOAL	B. MISSION + VISION (1, 2): Align campus mission and vision statements with AVID's mission and vision for students on their path to college and career readiness; mission and vision are communicated to stakeholders.						
	Progress						
	Actions				Responsible	Evidence	
	1) Work with SLT + AVID Site Team to articulate campus expectations for student success and campus purpose.				Site team	Sign-in sheet, agenda, notes & campus expectations	
	2) Work with CIC to write updated mission statement.				Burke, Lemmon, Owens, Porter, Rearick	Mission statement 534	
	3) Work with CIC to write updated vision statement.				Burke, Lemmon, Owens, Porter, Rearick	Vision statement	
	4) Communicate Mission/Vision to all stakeholders.				Site team	Communication	

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

CULTURE							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
GOAL	A. COLLEGE DISPLAYS + TALK (5, 6): The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.						
		Progress					
	Actions					Responsible	Evidence
	1) Create public displays throughout the campus that promote college-going culture and opportunity awareness for all students.					Housh, Lemmon, Campbell, Cantrell & Rearick	Displays
	2) Organize HS guest speakers/virtual college field trip opportunities for students to promote opportunity awareness.					Housh, Lemmon, Campbell, Cantrell & Rearick	Virtual speakers/field 535 trips
	3) Implement College Shirt Day					Housh, Lemmon, Campbell, Cantrell & Rearick	Participation
	4) Provide college promotion/opportunity awareness through weekly/daily announcements.					Housh, Lemmon, Campbell, Cantrell & Rearick	Announcements
	5) Provide opportunities for career exploration for all students.					Housh, Lemmon, Campbell, Cantrell & Rearick	Lessons

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

Dickinson Independent School District

Barber Middle School

2021-2022 Campus Improvement Plan



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Mission Statement

The mission of Barber Middle School is to provide a safe and nurturing environment in which ALL students will make forward progress, build strong character, and receive quality academic instruction to read and perform math on grade level or higher.

Vision

We believe that every student has value and can learn. We are committed to continually increasing our effectiveness through growth and development, thereby increasing student achievement. We will provide all students with quality learning opportunities to enhance their social, emotional, and academic growth. We will ensure that every student has the foundation necessary to succeed in high school, college, and life.

Core Beliefs

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At Barber Middle School, all adults believe in:

1. High expectations and standards - We believe that all students have the innate ability to achieve them and are committed to doing everything in our power to help them get there.
2. Intentionality - We believe that every aspect of our practice impacts student growth and achievement.
3. Continually Increasing our Effectiveness and embodying a Growth Mindset - We believe that continuous adult learning, feedback, and reflection lead to great teaching. We believe in a growth mindset for ourselves and our students.
- 4 Respect and Humility - We believe that demonstrating respect and humility towards students, parents, the community, and each other is critically important to student growth and achievement. We honor the values, beliefs, and work of others.
5. Personal Responsibility - We believe that student growth and achievement are within our realm of control; we take personal responsibility for students' learning and believe we can make an impact.

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Comprehensive Needs Assessment

Revised/Approved: May 17, 2021

Demographics

Demographics Summary

Leader: Hailey Brannon

Committee members: Callie Harmon, Susan McKeon, Tanya Morris, Anthony Murphy, Jennifer Overton, Erica Wuenschel

Date: April 21, 2021

Summary:

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John and Shamarion Barber Middle School is a Title I campus in Dickinson Independent School District. Barber Middle School opened its doors in August of 2008 and serves predominantly low socioeconomic families. Barber Middle School serves approximately 721 students in grades 5 and 6, of which 64% of them are considered economically disadvantaged. Our student body is made up of 49% female and 51% male. Broken down by ethnicity, the student populations are as follows: 364 Hispanic (51%), 241 White (34%), 66 African American (9%), 20 Two or more (3%), 18 Asian (3%), 2 American Indian - Alaskan Native (0.3%), 427 Economically Disadvantaged (60%). The average daily attendance rate for students is 96%.

There were a total of 68 discipline referrals which is 20 fewer than the previous year. Referral rates by demographics are 49% Hispanic, 26% White, 19% African American, and less than 1% for multiracial and Asian. Breaking our data down by number of offenses we have 98% of our students who have not received a write up. We have 37 students who have one referral, 9 students who have received 2 referrals, 2 students who have 3 referrals, and only 2 students who have received four referrals. What that tells us is that there are great classroom management procedures in our classrooms, which was a concern in our CNA in the previous year.

John and Shamarion Barber Middle School Campus serves 289 At-Risk students, 47 504 students, 82 Special Education students, 131 Gifted students, 213 STEM students. Our campus is in 6th year of implementation of the STEM program.

Our teacher demographics are varied as well. We have approximately 49 teachers on campus. At Barber 20% of teachers have 20 or more years of experience, 41% with 11-20

years of experience, 26% with 6-10 years of experience, and only 17% with 5 or less years of experience. In addition to teachers initial certification we have 32 with ESL, 17 with Gifted and Talented, 13 with SPED, and 3 with Bilingual certifications.

Student Demographics (2020 - 2021 Fall PEIMS file loaded 01/20/2021)

	Count	Percent
Gender		
Female	346	48.60%
Male	366	51.40%
Ethnicity		
Hispanic-Latino	364	51.12%
Race		
American Indian - Alaskan Native	2	0.28%
Asian	18	2.53%
Black - African American	66	9.27%
Native Hawaiian - Pacific Islander	1	0.14%
White	241	33.85%
Two-or-More	20	2.81%

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Other Student Information (2020 - 2021 Fall PEIMS file loaded 01/20/2021)

	Count	Percent
At-Risk	289	40.59%
Title I Homeless	0	0.00%
Immigrant	10	1.40%
Limited English Proficient (LEP)	117	16.43%
Migrant	0	0.00%
Military Connected	6	0.84%
Foster Care	1	0.14%

Section 504	47	6.60%
Intervention Indicator	75	10.53%
IEP Continuer	0	0.00%
Transfer In Students	41	5.7584%

Student by Program (2020 - 2021 Fall PEIMS file loaded 01/20/2021)

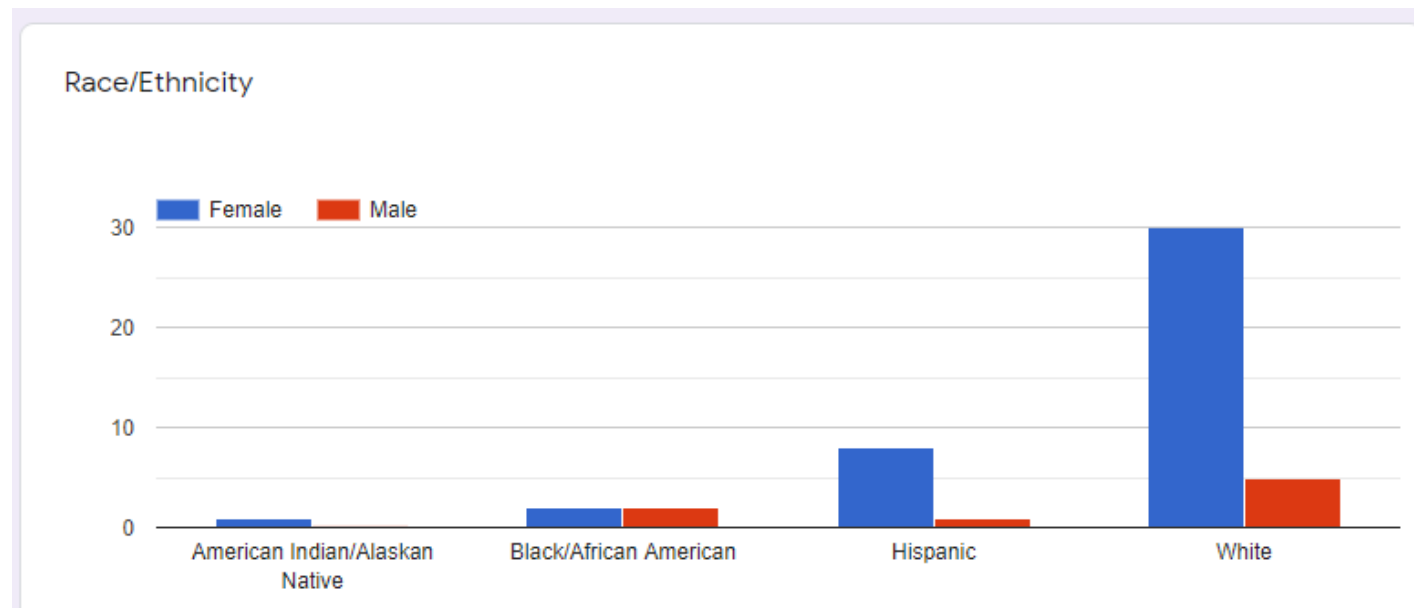
	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	26	3.65%
Alternative Bilingual Language Program	79	11.10%
Alternative ESL Language Program	4	0.56%
Gifted and Talented	131	18.40%
Special Education (SPED)	82	11.52%
Title I Participation	712	100.00%
Dyslexia	46	6.46%
Economic Disadvantage		
Economic Disadvantage Total	449	63.06%
Free Meals	403	56.60%
Reduced-Price Meals	43	6.04%
Other Economic Disadvantage	3	0.42%
Homeless Statuses		
Homeless Status Total	1	0.14%
Shelter	1	0.14%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

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Other Student Information (2020 - 2021 Fall PEIMS file loaded 01/20/2021)	Count	Percent
At-Risk	289	40.59%
Title I Homeless	0	0.00%
Immigrant	10	1.40%
Limited English Proficient (LEP)	117	16.43%
Migrant	0	0.00%
Military Connected	6	0.84%
Foster Care	1	0.14%
Section 504	47	6.60%
Intervention Indicator	75	10.53%
IEP Continuer	0	0.00%
Transfer In Students	41	5.7584%

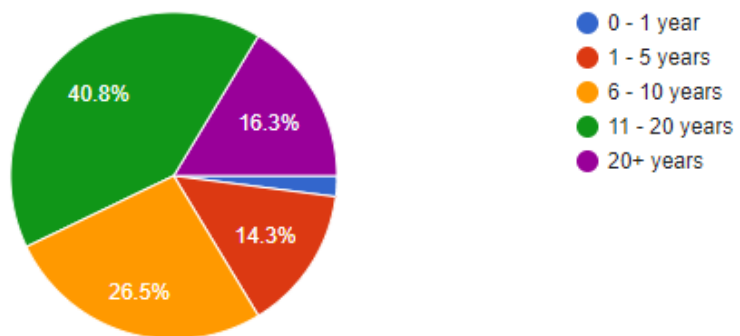
542

Teacher Demographics



Years of Experience

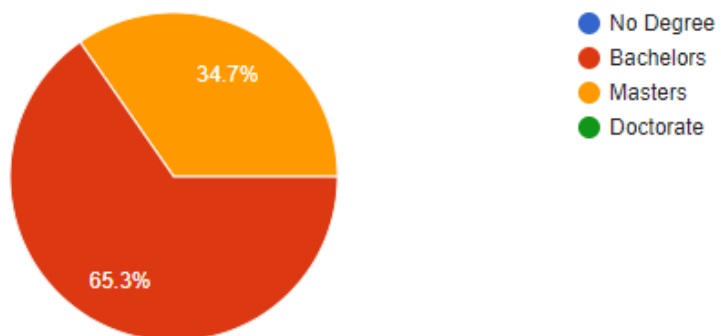
49 responses



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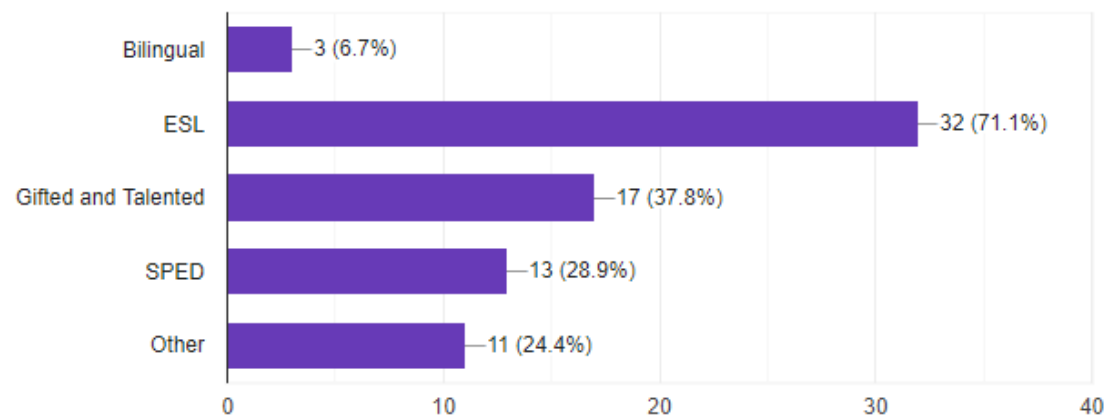
Highest Degree Earned

49 responses



Additional Certifications (not your initial certification)

45 responses



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Demographics Strengths

Campus Strengths:

- Diverse students populations
- Over 70% of our staff are ESL certified
- Multiple training opportunities are provided to better prepare staff for our diversified population including: RtI at Work, PLC at Work, AVID elementary, STEM, Lead4ward, Teach Like a Champion 2.0, Restorative Practices, Character Strong, Safe and Civil, Get Better Faster, and The Impact Cycle
- Promote attendance using parent contact
- The majority of teachers have attended 7 Steps to a Language Rich Classroom, ELPS, and Talk Read Talk Write.

- Extra Bilingual Teachers and paraprofessionals to support our high ELL population
- Implementation of guidelines for success with SWAMP Bingo and SWAMP character lesson.
- Decrease in discipline referrals
- Less African American boys referrals are being turned in
- CIS and the counselors are helping support students that have emotional needs.
- We have school wide celebrations for cultural diversity recognition
 - Hispanic - Sept.
 - Black History - Feb
 - Women - March
 - Asian - May
 - Include: Irish Heritage
 - More school wide assemblies about culture.
- Encouraging rewards for grade and attendance

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Classroom disruptions, noncompliance, and physical aggression are the top three discipline offenses among students. **Root Cause:** Our students are lacking skills for conflict resolution.

Problem Statement 2: Teachers need more robust training to help students develop more skills to deal with classroom disruptions. **Root Cause:** Current district initiatives including Restorative Practices and Character Strong do not directly target how to stop disruptions in the moment.

Problem Statement 3: All teachers have not been trained and or certified to work with our various student groups. **Root Cause:** Not all teachers have secondary certifications in ESL, SPED, and GT.

Student Achievement

Student Achievement Summary

Leader: Krystal Trevino

Committee Members: Krystal Trevino, Barbara Erdberg, Shanda Gracia, Barbara E Mcindoe, Betty Commander Mcculloch

Jacqueline Cardenas

Date Committee Met: April 21, 2021

Summary:

Due to the COVID 19 pandemic, Texas did not participate in the STAAR test for the 19-20 school year. Student achievement was evaluated using the following data: MAP testing, CBA growth, Pre-STAAR Benchmark data and 20-21 interim STAAR test. 5th and 6th grade students were assessed on the 2019 released test in March 2021. When comparing these scores to the 2019 scores, 6th grade students maintained growth, while 5th grade students overall performance decreased. All students were assessed using the interim 20-21 STAAR test in reading, math and 5th grade science. The majority of students scored within the high to medium range in each subcluster on the interim test. Staff members utilize interim data, along with MAP, and PSBM to provide interventions and instructional practices to meet the needs of students.

While 6th grade reading and math students are maintaining their overall percentage within each performance level there is still a sizable and significant gap between the performance of the 5th grade students' math scores as compared to the scores from previous years. Teachers will continue to provide multiple layers of support through the implementation of highly effective strategies, including small group instruction, guided reading, and web-based applications that allow for differentiated instruction. 546

Students participated in STAAR at the end of the school year. Most tested areas stayed within 5-10% of 2019. This shows that teachers were able to close gaps while simultaneously teaching new standards. Intervention time will continue to be used to provide targeted intervention to ensure student growth.

2021 Preliminary STAAR data compared to 2019

5 th STAAR 2019				5 th 2021 STAAR			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Math	88	62	39		79	56	31
Reading	75	53	37		71	51	35
Science	70	51	29		69	40	19
6 th STAAR 2019				6 th STAAR 2021			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Math	89	56	32		87	60	28
Reading	69	40	22		73	42	18

Student Achievement Strengths

Campus Strengths:

- The percentage of mastery increased on the 5th grade science PSBM compared to the 2019 STAAR test.
- According to MAP data 40-48% of students are projected ACT College Ready
- 83% of the Economically disadvantaged students approach grade level on the 5th grade math PSBM.
- 67% of the Economically disadvantaged students approach grade level on the 5th grade reading PSBM
- 5th grade students scored a mean score of 1570 (range 842-2030)990-2179 on the math interim STAAR assessment
- At least 50% of the 5th grade students placed and performed within the high to medium form on the 5th grade math interim test within each subcluster.
- 5th grade students scored a mean score of 1517 (range 842-2030) on the reading interim STAAR assessment
- At least 50% of the 5th grade students placed and performed within the high to medium form on the 5th grade reading interim test
- 5th grade students scored a mean score of 3691 (range of 1198-5418) and performed higher in 3 out 4 subclusters compared to district performance on the science 547 interim test
- At least 50% of the 6th grade students placed and performed within the high to medium form on the 6th grade math interim test
- 6th grade students scored a mean score of 1620 (range 1038-2242) on the math interim STAAR assessment
- At least 50% of the 6th grade students placed and performed within the high to medium form on the 6th grade ELAR interim test
- 6th grade students scored a mean score of 1567(range 862-2086) on the ELAR interim STAAR assessment
- 6th grade math interim scores were slightly higher than the district average scores.
- 6th grade students maintained academic growth in each performance level on the math and reading 20-21 PSBM compared to the 18-19 STAAR Test.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students in 5th grade scored 52% below their meets, 12% below approaches and 17 % below masters scores on their math 2020-2021 PSBM compared to the 2019 STAAR test. **Root Cause:** COVID has drastically impacted student growth and created significant learning gaps for 5th grade students. Students were unable to receive the positive campus experiences that contribute to student achievement in the math classroom.

Problem Statement 2: Current intervention practices are sporadic and reactive; thus intervention is not helping to close enough learning gaps for our students. **Root Cause:** Teams/teachers are not accountable to a set of specific guidelines and protocols that structure student intervention.

Problem Statement 3: LEP students scored about 20% below the average campus percent scores on the 2020-21 PSBM test. **Root Cause:** Teachers/teams lack intentional planning and training of the implementation of the 7 steps to meet the needs of the EL processing time.

School Culture and Climate

School Culture and Climate Summary

Leader: Janice Wiley

Date: April 28, 2021

Committee Members: Roxanne Ellison, Sheri Strickland, Alyssa Traywick, Tracy Whitley, Justin Wilson

Summary: End-of-year surveys were sent out to teachers and students and those responding were mostly positive about the school's atmosphere and effectiveness. Overwhelmingly, teachers felt that the campus master schedule, campus-wide routines and procedures, and most of the discipline procedures were very effective. Many compliments were given to our administration in their support of teachers, response to our needs, and providing feedback to implement growth opportunities throughout the year. Teachers also responded favorably to the longer planning periods to incorporate professional learning opportunities during our planning time. Teachers gave constructive suggestions to add-to or adjust our existing procedures. Students responded favorably to feeling safe at school, how students and teachers treat each other with respect, having at least one or more adults in the building that they felt cared about them, and feeling comfortable with reporting something dangerous or a bullying incident to a staff member.

School Culture and Climate Strengths

Campus Strengths:

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- Teachers and students felt strongly that students feel safe at Barber.
- Teachers and students felt strongly that students treat each other respectfully and teachers respectfully at Barber.
- Routines and procedures are clearly communicated, efficient, and keep the school running smoothly.
- The current master schedule, along with planning times, is an effective use of time.
- Staff members handle low-level discipline issues within their classrooms.
- Discipline referrals are dealt with appropriately and in a timely manner.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Classroom disruption, noncompliance, and physical aggression are the highest occurring discipline offenses. Adjust SWAMP violation procedures to effectively lower discipline occurrences. **Root Cause:** Inconsistent implementation of Restorative Practices

Problem Statement 2: Students lack conflict resolution skills to successfully deal with disagreements on their own. **Root Cause:** Lack of explicit and intentional conflict

resolution lessons were included in school-wide character lessons.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leader: Erika Lacey

Committee Members: Michael Fontaine, Lesa Barklage, Chad Hulse, Nicole Castille, Shauna Platt, Melody Amaya

Date: April 21, 2021

Summary:

We met as a team to discuss our campus' strengths and weaknesses in the area of staff quality, recruitment, and retention. BMS always strives to meet the district requirements of interviewing and employing qualified teachers, instructional paraprofessionals, and academic coaches. We work closely with the district's Educational Services and Human Resources department when selecting candidates and/or providing assistance to those seeking highly qualified positions. Instructional positions are posted on our district website with ample time to recruit certified, highly qualified, and effective candidates prior to the beginning of the school year.

We have some support systems set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/mentor teachers, content based collaborative teams, academic/instructional coaches, behavior coaches, and administrators. The district and BMS have adopted a Mentor/Protege program that meets regularly throughout the year and new to BMS teachers, novice or experienced, are given buddy teachers to help with school wide procedures, expectations, curriculum, etc.

BMS always strives to ensure that retention rates remain high at our campus and in order to accomplish these goals, we are constantly learning new instructional tools through Lead4ward, AVID, 7 Steps, Solution Tree, etc. We meet regularly for faculty meetings and PLC's to learn about these various instructional tools. With the current pandemic restrictions, our district and campus provided various training in technology based programs to facilitate virtual learning.

Staff Quality, Recruitment, and Retention Strengths

Campus Strengths:

- All BMS staff members meet the requirement of highly qualified according to our district and state requirements
- Our district uses multiple avenues for recruiting highly qualified candidates

- Professional development is offered on the district and campus level (virtually and face to face)
- We set and maintain campus wide goals, expectations, and procedures
- Supportive district and campus wide novice teacher programs
- Buddy teacher system for experienced teachers who are new to Barber
- Participation in district, campus, and individual training surveys relating to professional development
- Trainings focused on developing more effective classroom instruction across a variety of student groups and needs
- High retention rate of professional staff members
- Supportive administration (especially with all the changes due to COVID)
- Implementation of both content and conference team planning

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Some staff members write the majority of the discipline referrals while other staff members have zero referrals. **Root Cause:** Varying routines, 552 procedures, and expectations between collaborative teams, as well as a lack of positive relationships between teacher, student, and other staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Christy Littleton

Committee Members: Rakeisha Walker, Alberto Lujan, Rina White, Sarah Weisenbaugh, Elizabeth Loupe

Date Committee Met: April 21, 2021

Summary:

A committee of teachers and specialists compose the curriculum used throughout Dickinson ISD. These professionals use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as an outline when writing curriculum. In addition to the curriculum, this committee also provides teachers with a year-at-a-glance outline and pacing guide for instruction. Team leaders and academic coaches collaborate with both the specialists and their teams of teachers to plan daily lessons and common assessments based on the TEKS and data from daily activities and common assessments. Curriculum is also revisited and updated each summer.

All students are given opportunities to meet challenging state academic standards. Special programs throughout campus ensure that each student is receiving instruction that meets his/her individual needs. This year students in the Special Education RISE program can receive services in the general education classroom with an inclusion teacher or in a self-contained Reading/Math class. We also service almost 100 students in our Bilingual and ESL programs. 128 Gifted and Talented students follow a PreAP curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum. The 2020-2021 school year marked the fifth year of the STEM program at Barber Middle School with 105 fifth graders and 108 6th graders.

The teachers at Barber Middle School are trained to implement the AVID program and Lead4Ward strategies in the classroom. All students participate in the AVID program, which incorporates practical organizational and study skills aligned to College Readiness Standards. Students are assigned to an AVID homeroom which provides structured activities to support binder organization, college exploration, team building, and character lessons. The Lead4Ward strategies include elements from data analysis tools for instructional analysis to instructional strategies to be implemented into student focused learning activities. AVID focuses on providing an infrastructure to individual learning while Lead4Ward provides a scaffold for higher order thinking. Lead4Ward resources, which includes guides for planning, an emphasis on engaging activities, and tools for data analysis, are utilized during regular planning sessions. Using the provided documents through Lead4Ward, planning was more purposeful and a variety of strategies were implemented in the classroom to emphasize collaborative learning and critical thinking.

Planning was enhanced this year through our PLC sessions through Global PD and Solution Tree. The sessions encouraged teachers to analyze their current intervention time and improve on it by focusing on targeted instruction of the essential standards, using data to make grouping decisions, and utilizing support staff to assist with groups of students. Additionally, it challenged teachers to design common formative assessments focused on essential standards and using the data to make informed instructional decisions.

At Barber Middle School, grade-level departments meet on a regular basis to find and discuss research-based best practices for implementing lessons and using meaningful activities to reach all students. Strategies used in the classroom include speaking and writing in complete sentences, using academic language, higher-level questioning and randomization of student selection. In addition to whole-group instruction, remediation and differentiation occurs in small groups informed by data analysis. Assessment, both formative and summative, is on-going, following district guidelines for CBAs and Benchmarks, and using common assessments in the classroom to guide instruction.

Teachers, academic coaches, and bilingual/special education support staff analyze common assessments, MAP testing, and state testing as well as informal assessments to identify the needs of students. Team leaders complete a Content Team Data Analysis document, and each teacher completes an Individual Teacher Analysis. Small groups held during class are selected based on these needs. Struggling students also receive RTI intervention, instructional interventionist support, Leveled Literacy Intervention, and Guided Reading.

Curriculum, Instruction, and Assessment Strengths

Campus Strengths:

- RTI and intervention has improved especially in Tier 1 instruction.
- Language rich classroom: sentence stems, academic vocabulary
- Small groups - all core content areas
- Differentiation
- Planning - purposeful
- PLC @ Work has helped improve our craft
- Integration of technology
- Innovative with intervention time
- Interdisciplinary units
- Data reflects growth
- Positive culture provides a safe environment for learning and promotes growth mindset
- Implementation of textbook adoption for ELA - all levels
- Participated in online interim testing
- School procedures, safe and civil allow for effective classroom time

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- Goal setting with assessments
- Backward design common formative assessments, tiered questions
- Successful implementation of asynchronous learning
- Virtual curriculum nights
- Enrichment for advanced learners on the website

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Intervention programs are lacking effective implementation in ELA and math. **Root Cause:** LLI began to decline because the need for support in the classrooms increased, and there were not enough people to support the number of students who needed LLI. Guided Reading was not implemented as intended due to COVID-19 restrictions. For Math, there is not a program for intervention, but there is a definite need for one.

Problem Statement 2: Paraprofessional support is not prepared or trained for instructional support in the classroom. **Root Cause:** The district does not have a program, similar to teacher inservice, in place to help train paraprofessionals for their duties.

Problem Statement 3: Technology is insufficient for the assessment demands. **Root Cause:** The district does not have access to software programs that meet the assessment demands from the state.

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Parent and Community Engagement

Parent and Community Engagement Summary

Leader: Melissa Carpenter

Committee Members: Elizabeth Brown, Sandra Cavazos, Krystal Pilcher, Rumaldo Saenz, Karen Smith, Laura Teatsworth

Date Committee Met: April 21, 2021

Summary:

This school year we experienced a decrease in parent engagement. There is more participation among the STEM & PAP population than general education. This has been a strange year because of COVID and the restrictions. Families need to have internet access and devices in order to participate in virtual events. This may be a challenge for some. Families may also be exhausted with virtual events. The campus communicates in English and Spanish on a monthly basis via email and the school website. Interpreters are available when necessary. We invite parents, and they participate on a volunteer basis on site-based decision planning committees such as the Campus Improvement Committee. We have a strong partnership with members of the community with several providing promotional items and virtual visits. We will continue to reach out to all parents and allow opportunities for them to be involved. We will continue to request community involvement via guest appearances and mentorships.

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Parent and Community Engagement Strengths

Campus Strengths:

- Great Teacher Retention
- Committed Teachers
- People feel welcomed and important when they walk in (Teachers, staff, students, parents)
- Supportive administration
- Clear concise rules and expectations
- Safe & Civil works well to solve problems
- During Regular Years - Great turn out for all school functions
- Annual scheduled events continued virtually despite COVID restrictions

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low participation for virtual events **Root Cause:** Communication needs to be in more than one way - Need to utilize call out reminders Lack of technology and/or internet at home Job schedules Burnout of virtual events

Problem Statement 2: More STEM and PAP participation than general education students. **Root Cause:** Communication needs to be in more than one way - Need to utilize call out reminders Lack of technology and/or internet at home Job schedules Multiple kids in multiple schools Transportation Burnout of virtual events

School Context and Organization

School Context and Organization Summary

Leader: Jenna McClung

Committee Members: Alex Tews, Amber Yokum, Wendy Starnes, Gina Surovik

Date Committee Met: April 21, 2021

Summary:

John and Shamarion Barber Middle School is a safe, secure and orderly learning environment that sets high expectations for staff and students. We provide instruction that is motivating, rigorous, and that are aligned with the TEKS to promote learning for successful college and career readiness. Because of Covid many of our campus policies and procedures have been halted and/or modified to support the safety of our staff and students. Many of our after school programs have not been implemented this year because of COVID restrictions. A summer Jump Start program was offered to 50 5th graders and 50 6th graders this summer (2020) for ELA and Math to support students learning that was impacted by COVID and to help transition to the next grade level. Daily operations, including duty and master schedules are in place to ensure all students are receiving maximum instructional time. District and campus initiatives like AVID, daily scheduled intervention, and Safe & Civil are led and attended by teachers and administration to ensure that we have consistent school-wide procedures that align with district and campus initiatives. Staff members and administration discuss needs, changes, and modifications to the operating procedures in order to promote success for all students.

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School Context and Organization Strengths

Campus Strengths:

- Daily scheduled intervention time
- COVID protocols/plan being created, implemented, & followed
- Summer Jump-Start done with money tagged for student instruction/growth. Fifty 5th grade students participated & 50 sixth grade students participated over the summer in a 3 week, M-TH, Rdg & Math to prepare for the following grade level.
- Safe & Civil facilitates campus wide decision making on procedures through collaboration and feedback from staff and teachers.
- Hallways and restrooms are monitored by coaches and support staff throughout campus maintaining safe and orderly transitions, arrivals, and dismissal.
- Teachers and students routinely set goals and monitor academic growth as a whole class and individually. Successes are celebrated as students make growth.
- Academic teams meet after school and during conference time to discuss schedule changes, student needs, parent contact, and interdisciplinary instruction.
- Policies and procedures for all school operations are available in staff red binders and are updated and reviewed frequently, including classroom management and procedures, duty and master schedules, emergency plans, staff expectations, and COVID procedures

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We lack a Summer Bridge Program for transitioning 6th graders to 7th grade. **Root Cause:** Lack of funding to support initiative Lack of teacher volunteers to organize event

Problem Statement 2: When celebrating student growth, we are not currently including student IEP goals in this process with general education teachers. **Root Cause:** General education teachers can often be intimidated or not understand the special education goal process.

Technology

Technology Summary

Leader: Chelsea Winters

Committee Members: Nicholas Glaeser, Ryan Janak

Date: April 21st, 2021

Summary:

At Barber Middle School teachers and students are equipped with technology to use for instruction. All classrooms have a teacher computer, student computer, document camera, projector, and Mimeo Board. Teachers effectively use Chromebooks when they are available; however our goal is to continue to increase the number of available devices. Teachers receive weekly support from an Instructional Technology Specialist and are willing to try new Web 2.0 Technologies like Pear Deck. We have seen a positive growth in student achievement on assessment when technology is utilized effectively in the classroom.

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Technology Strengths

Campus Strengths:

- The Instruction Technology Specialist visits Barber weekly to offer support to staff
- Students have access to internet based education programs (Fast Forward, prodigy, etc.)
- All students have access to a Google Account
- Teachers are willing to incorporate technology when available for class use.
- Host campus for the STEM Academy
- MakerSpace technology is available for use in the library or can be checked out to teachers for use in classrooms
- Our Robotics team was very successful in all competitions this year
- 5th grade math incorporates Google Classroom, Peardeck, and Khan Academy and has seen a 10% growth on assessments

- A teacher technology committee offers support, training, and resources for other teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is not enough technology available for all core classes to incorporate effectively in their daily lessons. Examples include chromebooks, laptops, and printers. **Root Cause:** Lack of funds for new technology.

Problem Statement 2: Some technology equipment is outdated. **Root Cause:** Lack of funding and slow turnaround on technology replacements

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Revised/Approved: June 7, 2021

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: During the 2021-22 school year, every BMS student will show at least one year's growth in both reading and math.

Evaluation Data Sources: BMS will have Met Standard on reading and math STAAR tests, met all federal and state safeguards and improve PBMA results for ELL and Special Education groups.

Strategy 1 Details	Reviews			
Strategy 1: Students will track their own data each nine weeks, after every Common Assessment or Benchmark so that students take ownership of their own learning by setting goals in order to become more self-directed learners. Strategy's Expected Result/Impact: Data Tracking Sheets will show student progress over time; data conferences with coaches and teachers will verify that students understand their performance and are setting and achieving instructional goals. Staff Responsible for Monitoring: Campus Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Content teams will conduct data analysis after each common assessment or benchmark and use the results for purposeful instructional planning, intervention planning, and individual student growth planning. Strategy's Expected Result/Impact: Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings; Use of Looking at Student Work Protocol, as well as the Lesson Tuning Protocol Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement Balanced Literacy in all ELA classrooms to include independent reading and writing, shared reading and writing, and word study. Teachers in Social Studies classrooms will implement guided reading and other balanced literacy support measures. Resources used include NewsELA, HMH, MAP, ABYDOS, Solution Tree, Seidlitz, and AVID, as well as contracted service providers and consultants focusing on best-practice reading and writing. Strategy's Expected Result/Impact: Documented walk-through observations by Administrators. CBAs, Reading records, and student performance at Final Level. Staff Responsible for Monitoring: ELA Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Contracted Service Providers - 211-Title IA, Contracted Service Providers - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Math teachers will implement the district math curriculum with fidelity to ensure student mastery of the Math TEKS. Strategy's Expected Result/Impact: Classroom walk-throughs and lesson plans. Improved student performance in Math for all student groups on CBAs and STAAR. Staff Responsible for Monitoring: Math Curriculum Specialists, Math Department teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers and support staff will provide small group and individual instruction in core classes for students who are not demonstrating mastery of concepts. Strategy's Expected Result/Impact: Academic Coach schedules, lesson plans, documented walk-throughs. Increased. Improved student performance in Math, reading and science on CBAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Instructional Staff Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Reading support/intervention will be provided through LLI materials, MAP, and guided reading. Strategy's Expected Result/Impact: Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase. Staff Responsible for Monitoring: ELA teachers and coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-SCE, - 211-Title IA, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Instructional interventionists will provide intervention for identified students at-risk of failing and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction. Strategy's Expected Result/Impact: Data analysis documentation of successful intervention activities. Observation of classroom mentoring by walk- through observations and lesson plans. Improved STAAR performance for at-risk students. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 211-Title IA, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: District curriculum specialists, instructional coaches, and classroom teachers, through the CLT (curriculum leadership team) process will collaborate to develop, write and review aligned lessons and curriculum based assessments. The focus will be on the district's non-negotiable standards: Vocabulary, Comprehension, Response Skills, Multi-Genres, Literary Elements, Author's Purpose and Craft, and the Writing Process. Strategy's Expected Result/Impact: Increased student performance in reading and writing, alignment of what is written, taught, and tested Staff Responsible for Monitoring: ESC Curriculum specialists Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Students who do not meet standard on 5th grade STAAR Reading and/or Math after the 1st administration will be provided with research-based interventions during the school day, as identified in each student's Accelerated Instruction Plan. Strategy's Expected Result/Impact: Documentation of interventions provided to students. Students who meet standard after 2nd and 3rd administration of STAAR Reading and/or Math. Staff Responsible for Monitoring: ELA and Math Team leaders Funding Sources: - 199-SCE, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Campus instructional coaches will coach teachers on best practice and effective instruction through the coaching model, The Impact Cycle. Coaches will also use elements of coaching from resources such as Get Better Faster, Lead4ward, etc. Strategy's Expected Result/Impact: Documentation of coaching time will result in improved classroom instructional practice. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Teachers will demonstrate instruction at the appropriate level of rigor on the TEKS supported by on-going professional development provided by the campus, as well as Elementary and Secondary Curriculum Specialists. Strategy's Expected Result/Impact: Lesson plans and instruction will be aligned with the TEKS. Staff Responsible for Monitoring: Admin, Curriculum Specialists, Campus Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Teachers will create classroom literacy libraries which support student reading improvement through the Guided Reading instruction, as well as independent reading focused on student choice. Strategy's Expected Result/Impact: Evidence of use of literacy library in guided instruction during walkthroughs and observations. Improved individual student reading levels documented semi-annually. Staff Responsible for Monitoring: ELA Content Team Leaders	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Students identified with dyslexia will be served by teachers and dyslexia specialists who have participated in appropriate, targeted training using Neuhaus materials. Strategy's Expected Result/Impact: Reading level data (STaR, DRA). Student CBA and STAAR results. Staff Responsible for Monitoring: Dyslexia Specialist	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: 100% of EL students will improve their scores toward meeting standard on the reading, math, and science STAAR, and will make at least one year's progress on TELPAS.

Evaluation Data Sources: STAAR scores, TELPAS and AMAOs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development. Strategy's Expected Result/Impact: Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in ELL student scores on classroom assessments, CBAs, benchmarks and STAAR. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will consistently use research-based vocabulary strategies, specifically "7 Steps to a Language Rich Classroom" in all classrooms to support academic language development. Strategy's Expected Result/Impact: Use of vocabulary strategies evidenced in walkthroughs and observations. Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
				569
Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue to plan and implement both TEKS, ELPS, and language objectives with fidelity in all lessons, supported by professional development throughout the school year. Strategy's Expected Result/Impact: Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documentated walk-through. Improved CBAs and STAAR results for all students and improved TELPAS results for ELLs. Staff Responsible for Monitoring: Instructional Staff Title I Schoolwide Elements: 2.6 Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: All current instructional staff will be expected to have completed ELPs and Seven Steps Professional Learning by August 2021. Strategy's Expected Result/Impact: Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to ELLs on STAAR reading, math, and science, Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers in need of an ESL certification will participate in training opportunities provided by the district to prepare them for the ESL certification exam. Strategy's Expected Result/Impact: Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification. Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Bilingual teachers, bilingual paraprofessionals, and our Bilingual Specialist will collaborate to plan effective instruction, as well as work with students on individual needs using resources such as Rosetta Stone. Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: 100% of students in Special Education will improve their scores toward meeting standard on the reading, math, and science STAAR, and make at least one year's growth.

Evaluation Data Sources: Academic IEP goals met for all students. State and federal safeguards met.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of research-based vocabulary strategies in instruction to support academic language development. Strategy's Expected Result/Impact: Documented walk-through data IEP goals and STAAR results for the special education student group. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.6 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will individualize instruction supported by coaches, support staff, paraprofessionals , and supplemental materials for students based on IEP goals, performance on common assessments, CBAs, and STAAR during the school day. Strategy's Expected Result/Impact: Lesson plans, documented walk-throughs. Increase in student performance on individual SEs identified for improvement. Staff Responsible for Monitoring: All teachers serving identified Special Education and at-risk students. Title I Schoolwide Elements: 2.6 Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				571
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide consistent use of language acquisition strategies and effectively use instructional resources in all instruction. Strategy's Expected Result/Impact: ELPS strategies seen in walk throughs and observations. Improvement of special education student scores throughout the school year. Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.6 Funding Sources: - 211-Title IA, - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will implement an effective co-teach inclusion support model for special education students in the general education classroom. Strategy's Expected Result/Impact: Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve. Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.6 Funding Sources: - IDEA B, - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: BMS will provide multiple and continuous opportunities for students to become well-rounded citizens. 100% of BMS students will receive a well-rounded education through academic and elective course offerings, extra curricular activities, and social/emotional support.

Evaluation Data Sources: Student achievement data, student discipline data, physical education data, climate and safety surveys

Strategy 1 Details	Reviews			
Strategy 1: All 5th and 6th grade students will participate in a physical education class. Strategy's Expected Result/Impact: Improved health and fitness through Fitness Gram conducted in the Spring Staff Responsible for Monitoring: PE teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BMS will continue their relationship with AVID through professional learning and AVID resources in order to promote college and career readiness. Strategy's Expected Result/Impact: Increase in student achievement, motivation, interest in college and career Staff Responsible for Monitoring: Campus administration, District administration, teachers Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be provided with necessary supplies and resources to promote STEM-focused activities including robotics. Staff Responsible for Monitoring: Campus and district administration, librarian, teachers Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The campus will utilize character building and citizenship resources such as Character Strong, Restorative Practices, and Safe and Civil to create campus wide lessons and learning for students. Staff Responsible for Monitoring: Counselor, administration, teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 1: Student attendance will increase to 98% during the 2021-22 school year.

Evaluation Data Sources: Student attendance reports will indicate students have a 98% attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal. Strategy's Expected Result/Impact: Records of students who met the goal, lists of incentives and rewards. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis Strategy's Expected Result/Impact: Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance. Staff Responsible for Monitoring: Counselor, District Social worker Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 2: Referrals for noncompliance, disrespect and class disruptions will decrease by 10%.

Evaluation Data Sources: Number of discipline referrals for noncompliance, disrespect and class disruptions.

Strategy 1 Details	Reviews			
Strategy 1: Campus interdisciplinary teams, along with parent input, will develop a consistent set of expectations, rules and consequences that follow campus procedures and routines. Strategy's Expected Result/Impact: Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups. Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every 3 months. PBMAS improvement on ISS/OSS placement of Special Education students. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Through the guidance of the Safe and Civil team, the campus will implement campus-wide discipline system, as well as campus wide expectations and procedures to keep the school running safely and efficiently. "SWAMP" lessons on the core values of BMS - self-control, worth, accountability, motivation, perseverance - will be taught each week during homeroom time. Strategy's Expected Result/Impact: Documentation on student referrals Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 3: During the 2021-22 school year, 100% of students and staff will receive required instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, conflict resolution, drug and violence prevention, character building, etc.

Evaluation Data Sources: Evidence of trainings held.

Strategy 1 Details	Reviews			
Strategy 1: Led by the counselor, lessons and/or assemblies will be implemented to address bullying prevention, conflict resolution, drug and violence prevention, harassment, etc. Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will participate in Red Ribbon Week which focuses on drug prevention. Strategy's Expected Result/Impact: Schedule of events. Survey of students. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All staff members and students will be trained and participate in Restorative Practices. Strategy's Expected Result/Impact: Increased positive relationships between teachers and students, and students and students. Staff Responsible for Monitoring: Campus Administration, Counselor, Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All students and staff will participate in ongoing training on the Standard Response Protocol and student safety measures. Strategy's Expected Result/Impact: Increased awareness of what to do in emergency situations Staff Responsible for Monitoring: All staff, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 1: Increase levels of participation and communication between school and parents and community members by communicating school engagement activities to 100% of parents.

Evaluation Data Sources: Sign-in sheets will be used to document attendance

Strategy 1 Details	Reviews			
Strategy 1: BMS will actively recruit more involvement by parents of EL students through parent events and trainings. Strategy's Expected Result/Impact: Parent attendance at meetings, increased student academic performance in class and on local and state assessments. Staff Responsible for Monitoring: Campus Principal Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus provides interpreters for 2nd language families at ARDs and LPAC meetings at campus programs or meetings. Additionally, interpreters are available for phone calls, parent conferences, and by request. Strategy's Expected Result/Impact: Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				577
Strategy 3 Details	Reviews			
Strategy 3: Campus will encourage and actively recruit parents, business and community members to participate on campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation. Strategy's Expected Result/Impact: Meeting sign-in sheets at activities. Increased volunteers for BMS actively engaged in improving BMS academic goals. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BMS will include their Community Business Partner during campus events. Strategy's Expected Result/Impact: Inclusion of business partners at campus and district events. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: BMS will have a Parent Engagement Coordinator that will be in charge of coordinating parent engagement activities on campus. There will be a focus on Family Literacy Services and community participation. Strategy's Expected Result/Impact: Increase the level of parent participation Staff Responsible for Monitoring: Counselor, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Staff members' web pages will be kept current and used to communicate with both parents and students. Strategy's Expected Result/Impact: Increase communication between school and home Staff Responsible for Monitoring: Campus Administration, teachers		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 2: Campus will engage 100% of parents in supporting student learning and awareness of career and college readiness.

Evaluation Data Sources: Parent attendance at events.

Strategy 1 Details	Reviews			
Strategy 1: Parent/teacher conferences will be held periodically throughout the school year in order to inform parents of their child's progress; these could be virtual, in-person, or by phone. Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/administrators. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings if they are: transitioning from elementary to BMS, transitioning from BMS to junior high school, transitioning from out of district , home schooling or private schools to BMS. Strategy's Expected Result/Impact: Documentation of fliers and attendance at parent meetings. Evidence of smooth transition of students to new schools at the beginning of the school via communication with sending or receiving principal. Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				579
Strategy 3 Details	Reviews			
Strategy 3: If an author can be booked, BMS will host an Author visit for parents and students to support the campus literacy initiative. Strategy's Expected Result/Impact: Documentation of sign-in sheets of parents and students attending. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BMS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand. Strategy's Expected Result/Impact: Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. Staff Responsible for Monitoring: Campus Principal Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: BMS will provide both a fall and spring curriculum night for parents and students. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR. Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend. Staff Responsible for Monitoring: Counselor Funding Sources: - 211-Title IA - 6499, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: In May, BMS will host a College Day for parents and all students. Strategy's Expected Result/Impact: Student attendance at College Day. Number of parent volunteers. Staff Responsible for Monitoring: Principal, counselor, and lead teachers Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: BMS will host a Products Fair in late March or early April to showcase student work. Strategy's Expected Result/Impact: Students participating in Products Fair> Number of parents attending Fair via sign-in sheets. Staff Responsible for Monitoring: Teachers Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: BMS, partnering with Communities in Schools , will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school. Strategy's Expected Result/Impact: Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor Funding Sources: - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: BMS staff and parents will receive resources/training on how to effectively communicate to ensure quality education for every student and the importance of parent input and support. Strategy's Expected Result/Impact: Sign-in sheets of trainings for teacher. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. Sign-in sheets of trainings with faculty. EOY parent and teacher surveys indicating improved communication. Staff Responsible for Monitoring: Principal Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Parents will be given the opportunity to participate in BMS online surveys Strategy's Expected Result/Impact: Surveys released for input. Results and analysis of surveys. Staff Responsible for Monitoring: Assistant Principal Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: In the spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate as well as support from mentor teachers, team members, department members and administration.

Evaluation Data Sources: 100% of the teachers will complete the survey.

Strategy 1 Details	Reviews			
Strategy 1: An anonymous survey will be created by the administrative team with input from campus leaders and staff. Strategy's Expected Result/Impact: Survey distributed to staff once each semester. Majority of surveys will be positive. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus discussions will be held to review the data collected after each staff survey; collaborative action plans will be created and implement to improve focus areas. Strategy's Expected Result/Impact: Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				582
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: 100% of teachers who are new to the campus (but not necessarily new to the profession) will be assigned a mentor to provide support and assistance with campus procedures and expectations.

Evaluation Data Sources: On the staff survey administered each semester, of those who respond to the mentor questions, at least 90% of the questions will be answered with "Strongly Agree" or "Agree".

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures. Strategy's Expected Result/Impact: Retention rate of new staff. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers. Strategy's Expected Result/Impact: Meeting minutes. Retention of effective teachers. Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: New to the profession teachers will participate in the DISD mentor/protege program and will also meet with campus leaders at least one time per nine weeks. Strategy's Expected Result/Impact: Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. Staff Responsible for Monitoring: Campus Administrators and Director of Teacher Development and Professional Learning TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration to meet BMS's current 100% highly qualified status. Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. Staff Responsible for Monitoring: Executive Director of Human Resources, Campus Principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: All Instructional Coaches and Instructional Interventionists will hold Special Education and ESL certification. Strategy's Expected Result/Impact: Evidence of attendance at certification trainings. SBEC records reflect certification. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding, - 255-Title IIA, - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 3: The number of BMS teachers who are ESL and GT certified will increase by 10% during the 2021-22 school year; all teachers who are currently GT certified will update their certification.

Evaluation Data Sources: Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

Strategy 1 Details	Reviews			
Strategy 1: Staff serving GT students along with additional selected staff, will attend GT training. Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Professional development - Local Funding - 6411	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Selected staff will attend ESL training and take the ESL Certification test. Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				585
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 4: 100% of teachers will seek and participate in a minimum of two researched-based professional development areas addressing an area of their students needs in any of the following areas: improvement of student achievement, balanced literacy, increase student language proficiency, improve student critical thinking skills in all core content areas, improve student expository writing, meet the needs of special education students in a fully inclusive setting, writing across the curriculum, effective use of instructional time, strategies for ELL students, data analysis to improve student achievement, active student engagement, effective planning, PBIS, RTI, PLC, or creating formative assessments .

Evaluation Data Sources: Staff certificates for training attended and evidence of the implementation of strategies in classroom walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance instruction in order to increase student achievement for all students. Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. Staff Responsible for Monitoring: Campus instructional and support staff TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA B, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus. Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/documentation of campus training presented to staff. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers, administrators, and support staff will participate in ongoing professional learning through AVID, Lead4ward, Teach Like a Champion, and Solution Tree. Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. Staff Responsible for Monitoring: Campus admin and instructional staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Counselor will attend current, research-based professional development in order to provide effective student services on campus. Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/documentation of campus training presented to staff Staff Responsible for Monitoring: Counselor TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: School librarian will attend current, research-based professional development in order to provide effective student services on campus. Staff Responsible for Monitoring: Librarian TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Technology will be incorporated into instruction in 100% of the classrooms during the 2021-22 school year.

Evaluation Data Sources: Student products which incorporate technology; technology usage demonstrated in walkthroughs and observations.

Strategy 1 Details	Reviews			
Strategy 1: All fifth grade students will participate in a daily technology class as a nine weeks' elective course. Some 6th graders will participate in a technology elective. Strategy's Expected Result/Impact: Enrollment in a computer application course for 5th grade students. Staff Responsible for Monitoring: Classroom Teachers, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will use computer applications to increase proficiency in technology skills. Strategy's Expected Result/Impact: Evidence of computer application usage in lesson plans, walkthroughs and observations. Staff Responsible for Monitoring: Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus staff and technology integration specialist will provide technology training for teachers. Strategy's Expected Result/Impact: Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. Staff Responsible for Monitoring: Campus Technology Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Technology will be added at the campus in order to move towards our goal of becoming a 1-1 technology to student ratio. Strategy's Expected Result/Impact: Increase technology on campus Staff Responsible for Monitoring: Campus administration, campus technology committee, district technology	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Through the efforts of all campus personnel, campus custodial staff and district operations and facilities, the condition of the BMS campus will be maintained. 100% of work orders will be completed.

Evaluation Data Sources: The BMS Campus will continue to be in good condition.

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Principal Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students. Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BMS will focus on energy management and conservation to help reduce energy costs for the district. Strategy's Expected Result/Impact: Reduce use and conserve energy Staff Responsible for Monitoring: Campus Administration, District Energy Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Barber Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.08
Arredondo, N	Paraprofessional		.17
Contreras, M	Instructional Support Paraprofessional		1.0
Jenkins, J	Paraprofessional		.17
McClung, J.	Instructional Support		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Loupe, E.	Academic Coach		1.0

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Service Providers		\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	2	3			\$0.00
3	2	5		6499	\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Service Providers		\$0.00
1	2	1			\$0.00
1	2	4			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
Sub-Total					\$0.00

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	9			\$0.00
3	2	8			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	2			\$0.00
2	3	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
3	2	7			\$0.00
4	2	3			\$0.00
4	2	5			\$0.00
4	2	5			\$0.00
4	3	1	Professional development	6411	\$0.00
4	3	2			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1			\$0.00
4	4	2			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2	Instructional materials		\$0.00
1	2	4			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
4	2	5			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	1			\$0.00
3	2	10			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00

Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	9			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

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Addendums

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Dickinson Independent School District

Dunbar Middle School

2021-2022 Campus Improvement Plan



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Mission Statement

Dunbar Middle School will continue to hire highly qualified, highly trained staff and continue to make research-based, data-driven decisions in seeking out and employing innovative programs and technology to increase student achievement.

Vision

Dunbar Middle School will continue to increase student performance for all students in all subjects and ensure that all students are learning at their full potential.

Value Statement

Children First!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dunbar Middle School is a Title 1 campus in Dickinson Independent School District. Dunbar Middle School serves predominantly low socioeconomic families. Dunbar Middle School serves 638 students in grades 5 and 6. The student populations are as follows: 0.94% Asian, 16.14% African-American, 22.88% White, 57.84% Hispanic/Latino, 2.04% Multi-Race, 53.13% Male, and 46.87% Female with a low socioeconomic status of 77.43%. The average daily attendance rate for students is 95.8%. Our staff has identified support in the area of classroom management as a need. Dunbar Middle School Campus serves 56-504 Students, 118-SpEd Students, 22-GT Students, and 184-ELL Students.

Student Demographics (2020 - 2021 Fall PEIMS file loaded 01/20/2021)			Count	Percent
Gender				
Female			299	46.87%
Male			339	53.13%
Ethnicity				
Hispanic-Latino			369	57.84%
Race				
American Indian - Alaskan Native			1	0.16%
Asian			6	0.94%
Black - African American			103	16.14%
Native Hawaiian - Pacific Islander			0	0.00%
White			146	22.88%
Two-or-More			13	2.04%

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Student by Program (2020 - 2021 Fall PEIMS file loaded 01/20/2021)			Count	Percent
Limited English Proficient (LEP)			184	28.84%
Bilingual			0	0.00%
English as a Second Language (ESL)			8	1.25%
Alternative Bilingual Language Program			151	23.67%
Alternative ESL Language Program			9	1.41%
Gifted and Talented			22	3.45%
Special Education (SPED)			118	18.50%
Title I Participation			638	100.00%

Dyslexia	57	8.93%
Economic Disadvantage		
Economic Disadvantage Total	494	77.43%
Free Meals	452	70.85%
Reduced-Price Meals	40	6.27%
Other Economic Disadvantage	2	0.31%
Homeless Statuses		
Homeless Status Total	2	0.31%
Shelter	0	0.00%
Doubled Up	2	0.31%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2020 - 2021 Fall PEIMS file loaded 01/20/2021)

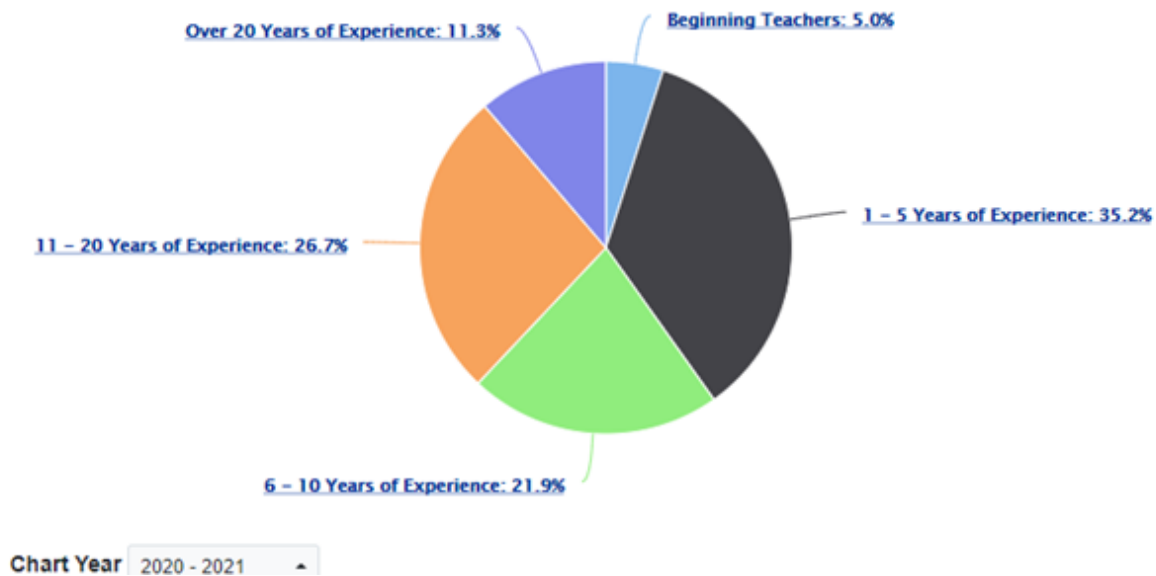
	Count	Percent
At-Risk	391	61.29%
Title I Homeless	0	0.00%
Immigrant	1	0.16%
Migrant	0	0.00%
Military Connected	6	0.94%
Foster Care	2	0.31%
Section 504	56	8.78%
Intervention Indicator	69	10.81%
IEP Continuer	0	0.00%
Transfer In Students	10	1.5674%

Staff Information (2020 - 2021 Fall PEIMS file loaded 01/20/2021)

	Count	Percent
Administrative Support	14	17.50%
Teacher	52	65.00%
Educational Aide	14	17.50%
Auxiliary	0	0.00%

Teacher FTE Percentage by Years of Experience
for 2020 - 2021

Print/Download



Demographics Strengths

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Campus Strengths:

- Diverse student population
- Many of our teachers ESL certified
- Multiple training opportunities to better prepare staff for our diversified campus, including AVID, STEM, Lead4ward, Teach Like a Champion 2.0, Restorative Practices, Solution Tree, and Safe and Civil
- Promote attendance using parent contact using Skyward and a attendance improvement committee (increase by 1.21% this year)
- Use motivational rewards to encourage high student attendance
- Additional Bilingual Teachers and Paraprofessionals
- Majority of teachers have attended 7 Steps to a Language Rich Classroom, ELPS, and Talk Read Talk Write
- Implementation of guidelines for success with PRIDE Lessons and Restorative Practices

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups. **Root Cause:** First time instruction and the lack of response to intervention (RTI) structures and effectively using lesson planning for delivering initial direct instruction failed to meet the needs of our students.

Problem Statement 2: Dunbar Middle School attendance rate is far below the state's attendance average. **Root Cause:** Effective partnerships, including consistent communication between home and school, are needed.

Student Achievement

Student Achievement Summary

Throughout the school year, a variety of assessments play a key role in campus academic performance. The State of Texas Assessments of Academic Readiness (STAAR) assess how students master content for the current school year; the Texas English Language Proficiency Assessment System (TELPAS) assess our English Language Learners on their language acquisition, the Measure of Academic Performance (MAP) provides teachers with detailed information on reading and math skills, and district benchmark assessments; which measure content knowledge as students' progress throughout the school year.

All staff members must continuously meet to discuss student performance and interventions to help struggling students. Student achievement data is disaggregated by demographic groups (race/ethnicity, ED, LEP, SPED, etc.), percent mastery, and student expectations. Data is also disaggregated by teacher and class period to provide teachers with additional support in lower-performing classes. This support can be through model teaching, inclusion support, and individual student pull-out or online programs. District assessments are aligned with grade-level and subject-specific SE's which provided teachers with the ability to see where students were successful and struggling. All core subjects offer intervention during the school day through our PRIDE time intervention program.

In 2019-2020, due to the COVID 19 pandemic and school closure event, students in Texas did not participate in the STAAR testing. As a result, in 2020-2021 TEA did not award campuses a letter grade because comparative data was not reflective of true year-to-year growth. The longitudinal campus data is as follows:

(Note: No data was collected in 2019-2020)

5th Reading

	Approaches	Meets	Masters	
2018	62%	33%	13%	604
2019	75%	30%	10%	
2021	51%	19%	8%	
	-14	-11	-2	

5th Math

	Approaches	Meets	Masters
2018	66%	28%	9%
2019	82%	37%	15%
2021	60%	22%	6%
	-22	-15	-9

5th Science

	Approaches	Meets	Masters
2018	65%	24%	4%
2019	68%	38%	11%

5th Reading

2021	55%	22%	4%
	-13	-16	-7

6th Reading

	Approaches	Meets	Masters
2018	51%	20%	8%
2019	48%	19%	6%
2021	49%	15%	7%
	+1	-4	+1

6th Math

	Approaches	Meets	Masters
2018	59%	22%	7%
2019	70%	22%	5%
2021	63%	23%	3%
	-7	+1	-2

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Student Achievement Strengths

Strengths:

- Grade Level Content Teams are able to lesson plan, disaggregated data and learning about teaching and learning best practices as a team at least 2 times a week.
- PRIDE Time targeted intervention provides students opportunities to grow in essential standards
- Instructional Coaches- being in the classrooms with the teachers to model and coach teachers
- Instructional Support - Certified teachers as well as instructional paraprofessionals working with students within the classroom

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups. **Root Cause:** First time instruction and the lack of response to intervention (RTI) structures and effectively using lesson planning for delivering initial direct instruction failed to meet the needs of our students.

Problem Statement 2: Dunbar Middle School attendance rate is far below the state's attendance average. **Root Cause:** Effective partnerships, including consistent communication between home and school, are needed.

School Culture and Climate

School Culture and Climate Summary

At the end-of-the-year parents were given a survey. Parents had a positive perspective on the campus in regards to students learning, safety, and felt positive about the school's welcoming atmosphere and effectiveness. Results are below.

Targeted organization through AVID will occur campus through the implement of binders for all students and focused notetaking in all classes. We will continue to incorporate Restorative Practices and Character Strong.

Parent Survey Question	% Strongly Agree or Agree	
Do you believe Dickinson ISD has responded adequately to protect students and adults during the COVID-19 pandemic	95%	
Do you believe the precautions taken, such as daily screening, masks on buses and at schools, and physical distancing at campuses had a negative effect on the learning environment?	41%	
Do you believe the precautions taken, such as a daily screening, masks on buses and at schools, and physical distancing at campuses allows up to remain in school for face to face instruction during this school year?	84%	
I feel welcome at the school(s) my student attends.	79%	
I know what my student's teacher(s) expect of my student.	80%	606
I feel my student(s) is safe at school.	88%	
My student(s) is safe going to and from school.	91%	
There is adequate supervision before and after school.	86%	
Teachers show respect for the students.	82%	
Campus principals and assistant principals show respect for the students.	88%	
Students who respect for teachers and administrators.	83%	
Students show respect for other students.	71%	
The district/campus meets the social and emotional needs of the students.	77%	
The district/campus meets the academic needs of the students.	84%	
The district/campus expects quality work of its students.	88%	
The district/campus has an excellent learning environment.	83%	

Parent Survey Question	% Strongly Agree or Agree
Overall, the district/campus performs well academically.	86%
The district/campus teachers help me to help my student learn at home.	72%
I support my student's learning at home.	84%
The district/campus assessment practices are fair.	80%
I like the district/campus report cards/progress reports.	83%
The district/campus succeeds at preparing children for their future (next grade level, college/career/military).	83%
The district/campus has a good public image.	81%
The district/campus quickly respond when I contact them.	81%
The district effectively communicates information about the district and when school closures are necessary for inclement weather.	92%
My student's school keeps all families informed about important issues and events.	84%
My student's school communicates with families in multiple ways (e.g., e-mail, phone, website).	90%
My student's school connects students, families, and staff to expanded learning opportunities, community services, and community improvement initiatives.	81%
My student's teachers inform me of my student's progress and provide useful information on how to improve and make progress.	69%
I attended or viewed online informational and/or academic events on the campus and/or district website.	79%
The district website is easy to navigate and find district and/or campus information.	81%

School Culture and Climate Strengths

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Campus Strengths:

- Parents, teachers, and students felt strongly that students feel safe
- Parents and teachers felt strongly that students treat each other and teachers respectfully
- Incentives for students and staff
- Restorative Practices will be used as the foundation upon which we will continue to create a culture of love and learning
- Discipline referrals are dealt with appropriately and in a timely manner
- Increased academic and behavior support for students through the use of Instructional Coaches and Behavior Coaches positions
- Students and staff trained and ready to respond appropriately in any emergency situation

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement. **Root Cause:** Campus needs access to valid survey data from all stakeholders.

Problem Statement 2: Disciplinary Procedures are often reactive rather than proactive. **Root Cause:** There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions. (teams will address)

Problem Statement 3: DMS is in need of more parental support on our campus and in structured campus activities and events **Root Cause:** DMS has limited opportunities for parents to volunteer and participate in school based activities that appeal to the needs of the parents. Parents/guardians do not have electronic means (technology, Wi-Fi), do not have transportation, the time, and due location of distance of home from Dunbar.

Problem Statement 4: DMS has consistently struggling with maintaining highly qualified staff. **Root Cause:** Administrative turnover and inconsistencies in structures and campus procedures.

Problem Statement 5: Dunbar Middle School attendance rate is far below the state's attendance average. **Root Cause:** Effective partnerships, including consistent communication between home and school, are needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

DMS is committed to meeting the district requirements of interviewing and employing highly qualified teachers, instructional paraprofessionals, and academic coaches. We work closely with the district's Educational Services and Human Resources department when selecting candidates and/or providing assistance to those seeking highly qualified positions. Instructional positions are posted on our district website with ample time to recruit certified, highly qualified and effective candidates prior to the beginning of the school year.

We have some support systems set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/mentor teachers, content based collaborative teams, academic/instructional coaches and behavior coaches. The district and DMS have adopted a Mentor/Protégé program that meets regularly throughout the year and new to DMS teachers, novice or experienced, are given buddy teachers to help with school wide procedures, expectations, curriculum, etc.

DMS always strives to ensure that retention rates remain high at our campus and in order to accomplish these goals, we are constantly learning new instructional tools through Lead4ward, AVID, 7 Steps, Solution Tree, etc. We meet regularly for faculty meetings and PLCs to learn about these various instructional tools. We have opportunities to view our fellow DMS teachers utilizing these tools in their classrooms through observations known as "Instructional Walks." Instructional Walks gives us campus information to help make campus wide instructional decisions. We will continue to use a coaching cycle to help a teacher focus on bite sized area for growth every few weeks.

Staff Quality, Recruitment, and Retention Strengths

Campus Strengths:

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- DMS staff members meet the requirement of highly qualified according to our district and state requirements
- Our district uses multiple avenues for recruiting highly qualified candidates
- Teachers have multiple opportunities for professional development throughout the school year and summer
- We set and maintain specific campus wide goals
- Supportive district and campus wide novice teacher programs
- Buddy/Mentor teacher system for experienced teachers who are new to Dunbar
- Participation in district, campus, and individual training surveys relating to professional development
- Trainings focused on developing more effective classroom instruction across a variety of student groups and needs

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a campus wide inconsistency in the implementation of the campus discipline procedures. **Root Cause:** Varying routines, procedures, and expectations between collaborative teams, as well as a lack of positive relationships between teacher, student, and other staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A committee of specialists composes the curriculum used throughout Dickinson ISD. These professionals use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career and Military Readiness Standards as an outline when writing curriculum. In addition to the curriculum, this committee also provides teachers with a year-at-a-glance outline and pacing guide for instruction. Team leaders and academic coaches collaborate with both the specialists and their teams of teachers to plan daily lessons and common assessments based on the TEKS and data from daily activities and common assessments. The curriculum is also revisited and updated each summer.

All students are given opportunities to meet challenging state academic standards. Special programs throughout campus ensure that each student is receiving instruction that meets his/her individual needs. This year students in the Special Education RISE program can receive services in the general education classroom with an inclusion teacher or in a self-contained Reading/Math class. Additionally, 49 students receive dyslexia services with our campus' dyslexia specialist. We also service over 184 students in our Bilingual and ESL programs. Gifted and Talented students participate in grade level and advanced level courses.

In 2021-2022 Dunbar Middle school will launch our STEM program. The purpose of the STEM program will be to increase student achievement by engaging students in innovative science, technology, engineering, and math instruction. In our initial phase of STEM instruction, Dunbar Middle School will serve 100 students who are on grade-level, advanced, and gifted and talented. Our aim is to strengthen the pathway towards the STEM-related fields by providing an engaging and challenging curriculum.

At Dunbar Middle School, we believe in the mantra that Rita Peirson shared, 'kids don't learn from teachers they don't like'. As such, every teacher at Dunbar is trained in restorative practices. Each day teachers implement social-emotional learning into their lessons to ensure that kids feel safe and loved. This process ensures that when teachers teach, students learn.

The teachers at Dunbar Middle School are trained to implement the AVID program and in the utilization of Lead4ward resources and strategies both for planning, and delivering high-quality lessons. AVID focuses on providing an infrastructure to individual learning while Lead4ward provides a scaffold for higher-order thinking. All students participate in the AVID program, which incorporates practical organizational and study skills aligned to College Readiness Standards. Students are assigned to a class that provides structured activities to support binder organization, college exploration, team building, and character lessons. Lead4ward resources include data analysis tools that support our professional learning communities by providing information on which instructional strategies are best aligned to our curriculum. Teachers are trained to utilize this data from Leadward to ensure we are implementing our curriculum with fidelity. Lead4ward also provides a library of engaging instructional strategies which teachers implement to support the key 21st-century skills of critical thinking, communication, collaboration, and creativity. In addition to Lead4ward and AVID tools, teachers also build a language-rich classroom by implementing Seidnitz's 7-steps. Through these strategies, teachers build a collaborative classroom community where language acquisition and concept attainment occur simultaneously.

At Dunbar Middle School, grade-level content departments meet on a regular basis to find and discuss research-based best practices for implementing lessons and using meaningful activities to reach all students. Strategies used in the classroom include speaking and writing in complete sentences, using academic language, higher-level questioning, and randomization of student selection. In addition to whole-group instruction, remediation and differentiation occurs in small groups informed by data analysis. Assessment, both formative and summative, is ongoing, following district guidelines for CBAs and Benchmarks, and using common assessments in the classroom to guide instruction.

Teachers, academic coaches, and bilingual/special education support staff analyze common assessments, MAP growth testing, STAAR interim assessment, as well as in-class informal assessments to identify the needs of students. Small groups held during class are selected based on these needs. Struggling students are identified and recommendations for support are discussed in team meetings to determine necessary instruction and support. Through the master schedule, 30 minutes of targeted Intervention Time (PRIDE Time) is built into the school day. Students who require Tier-2 intervention are selected by their content-based teacher to work on targeted standards during this time.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- All core subjects follow TEKS-based common assessments across the district
- Struggling readers identified and involved in some form of small group/remediation
- Increased rigor in writing throughout the year in all core subjects by implementing high yield instructional strategies
- Students communicate in a complete sentence using sentence stems and academic language
- Seven Steps to a Language Rich Environment training for all staff members and refreshers during the year for teachers who service high populations of ELLS.
- Continual evaluation of common assessments, MAP, STAAR Interim Assessments, CBAs, and informal assessments.
- Increased use of technology through interactive websites, Chrome books, Google classroom
- Increased level of students reading on or above grade level from last year's results
- Access to digital learning through STEMscopes in Science
- Students understanding the purpose of tracking of their own data by TEKS
- Goal setting with individual students for Common Assessments, CBA's, MAP testing, STAAR Interim Assessments, and STAAR.
- PRIDE Time intervention implementation on campus
- RTI expectations and procedures have been created
- Specific interventions have been provided for each content area
- Student reading data is tracked throughout the entire year; students have been identified and placed into the RTI program
- All teachers participate in grade-level content professional learning communities to develop a well-aligned instructional plan aligned to the curriculum.
- All teachers participate in grade-level cross-curricular teams to address student needs and to provide RTI structures and support.
- Teachers work with students to monitor and track their own growth through content-specific data tools.

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups. **Root Cause:** First time instruction and the lack of response to intervention (RTI) structures and effectively using lesson planning for delivering initial direct instruction failed to meet the needs of our students.

Problem Statement 2: Additional technology is needed to integrate effectively in all content areas with effective professional development to support implementation. **Root Cause:** Funds necessary to purchase needed devices exceeds what is available.

Problem Statement 3: Dunbar Middle School attendance rate is far below the state's attendance average. **Root Cause:** Effective partnerships, including consistent communication between home and school, are needed.

Problem Statement 4: Teachers are not effectively utilizing formative assessment to gather data and impact instruction. **Root Cause:** Instruction is not consistently paced to include opportunities for students to process and provide academic output.

Parent and Community Engagement

Parent and Community Engagement Summary

Dunbar Middle School welcomes parents and community members in to our school. Due to COVID-19, this school year we experienced a decrease in parent engagement. There is more participation among the PAP population than general education. We invite parents, and they participate on a volunteer basis on site-based decision planning committees such as the Campus Improvement Committee. We have a strong partnership with members of the community with several providing promotional items and virtual visits. We will continue to reach out to all parents and allow opportunities for them to be involved. We will continue to request community involvement via guest appearances and mentorships.

Parent and Community Engagement Strengths

Stengths:

- Skyward is used by administrators and teachers to email communication to parents through call out systems and emails
- Communities in Schools works to help parents and students with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring and tutoring, and referrals to outside resources
- Our counselors support the emotional needs of both students and families through direct services and referral to outside agencies
- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral and/or emotional needs of students
- Our district social worker and campus counselor provide services and coordinate transportation for our identified homeless students
- The counselor and homeless liaison provide support for students and parents as neede 612
- With numerous ways to communicate with parents, they have opportunities to attend open houses, curriculum nights, student dances, fall parent conference day, Trunk or Treat, Veteran's Day, Black History Program, Poetry Jam, Choir/Band concerts, Talen Show, Awards Show.
- Dunbar has high community outreach with provided a resource center with natural disasters, and delivering/offering meals, work packets, and checking on students/families with the pandemic.
- Teachers have created social media accounts strictly for their classroom and students to have constant contact with parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: DMS is in need of more parental support on our campus and in structured campus activities and events **Root Cause:** DMS has limited opportunities for parents to volunteer and participate in school based activities that appeal to the needs of the parents. Parents/guardians do not have electronic means (technology, Wi-Fi), do not have transportation, the time, and due location of distance of home from Dunbar.

Problem Statement 2: Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement. **Root Cause:** Campus needs access to valid survey data from all stakeholders.

Problem Statement 3: Dunbar Middle School attendance rate is far below the state's attendance average. **Root Cause:** Effective partnerships, including consistent communication between home and school, are needed.

School Context and Organization

School Context and Organization Summary

Dunbar Middle School continues to focus on ensuring that all learning occurs in a safe environment with high expectations. Utilizing a collaborative approach with parents, community, students, and staff; DMS continues to monitor and adjust school culture through feedback. Goals of the campus are based on feedback received from all stakeholders and reinforced through learning across the campus. Daily operations and schedules ensure all students are receiving maximum instructional time in core and non-core classes. Campus leadership teams work collectively with staff members to support the needs of our campus culture and to promote student success. The principal communicates campus academic and staffing needs throughout the school year, by attending bi-weekly A-Team meetings facilitated by district administration.

School Context and Organization Strengths

Strengths:

- Academic coaches are utilized to support teachers' instruction
- Professional Learning Community meetings determine which TEKS will be addressed by all teachers, ensure that they are aligned with the district's Scope and Sequence, but allow for individual teachers to make adjustments to meet the needs of their classroom population⁶¹³
- After school programs and student clubs include: Drama Club, Gardening Club, and Robotics.
- Academic coaches, teachers, and support staff, are posted at incremental stations throughout the campus to monitor hallways and ensure safe and orderly transitions, arrivals, and dismissals.
- Students who need additional support with essential standards are provided small group instruction during campus PRIDE time. Additionally; academic/instructional coaches monitor and provide RTI services to students identified as needing intervention.
- Academic teams meet after school and during conference times to discuss student needs, RTI plans, make parental contact, and interdisciplinary instruction.
- Teachers and students routinely set goals and monitor academic growth pertaining to AVID, campus assessments and MAP testing.
- Behavior coaches monitor and facilitate goal setting for identified students with Behavior Intervention Plans.
- Teachers have the ability to communicate electronically with students and parents via Skyward and Google platforms.
- Increased vertical alignment of the curriculum links our campus and district goals.

- Teachers, staff, and administration set the example for students by maintaining a positive and professional learning environment.
- Implementation of the AVID program encourages students to take accountability for their learning and to take ownership of their academic future.
- Literacy night allows community members and parents time to come to the campus in the evening with their students and take part in curriculum and initiatives.
- Streamlined procedures for all school operations are available in staff handbook binders and are updated and reviewed frequently; including classroom management, campus procedures, before/after school duties, master schedules, emergency plans, and staff expectations.
- Use of binders for PLC and curriculum planning ensures that teachers are organized and able to collaborate during professional learning, faculty meetings, and PLCs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Dunbar Middle School attendance rate is far below the state's attendance average. **Root Cause:** Effective partnerships, including consistent communication between home and school, are needed.

Problem Statement 2: Disciplinary Procedures are often reactive rather than proactive. **Root Cause:** There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions. (teams will address)

Technology

Technology Summary

At Dunbar Middle High School, the teachers and staff will be equipped with adequate technology to teach students and enhance lessons. All classrooms will have a teacher computer, projectors, and document cameras. In addition, there is computer lab and mobile computer carts for instructional use. Along with tangible technology items, the district technology department provides professional development on effectively using the hardware, software, district programs, and new technology tools. DISD uses Eduphoria to document and record curriculum documents, lesson plans, professional learning portfolios, and student data. DMS will transition to Schoology this upcoming school year.

Available Technology

- About 450 chromebooks
- 1 lap top cart for STEM
- SAILS classes have 1 chromebook cart
- Laptops for administrators

Technology Strengths

Strengths:

- The Instruction Technology Specialist visits Dunbar often to offer support to staff
- Teachers and students use many interactive websites to further their knowledge of the content area
- Mobile labs on campus are used to engage students in the internet and technology during class
- The district has a technology department who are readily available to offer help and corrects issues-help desk, instructional support
- Parents access Skyward Messenger, allowing them to track their students' grades, testing progress, and contact teachers via email
- Students have access to internet based education programs (Fast Forward, prodigy, etc.)

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Problem Statements Identifying Technology Needs

Problem Statement 1: Additional technology is needed to integrate effectively in all content areas with effective professional development to support implementation. **Root Cause:** Funds necessary to purchase needed devices exceeds what is available.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: During the 2021-2022 school year, all student groups (all students, African-American, Hispanic, White, Economically disadvantaged, EL, and Special Ed.) will show one year or more growth in reading, math, and science STAAR and increase academic achievement in each student group to the meets grade level performance standard in order to align with state targets.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement literacy best practices through the development of academic vocabulary utilizing programs such as Flocabulary, and through the implementation of AVID in all classrooms. Strategy's Expected Result/Impact: Documented walk-through observations by administrators to observe literacy best practices and AVID strategies such as WICOR to show a positive impact on student success. Staff Responsible for Monitoring: All Teachers Academic Coaches Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA - \$10,025	Formative			Summative
	Nov	Jan	Mar	June
				618
Strategy 2 Details	Reviews			
Strategy 2: Math teachers will implement the district math curriculum with fidelity in all classes to ensure student mastery of the Math TEKS. Strategy's Expected Result/Impact: Classroom walk-throughs and lesson plans will improve student performance in Math for all student groups on CAs, Benchmarks and STAAR Staff Responsible for Monitoring: Math teachers. Other: Academic Coaches, Curriculum Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers and support staff will provide small group and individualized instruction in core classes for all students who are not demonstrating mastery of concepts. Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs will indicate improvement in student performance in Math, reading and science on CAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Instructional Staff Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students who did not meet standard on 2021 STAAR Reading and/or Math administrations will be provided with research-based interventions during the school day to close the gaps Strategy's Expected Result/Impact: Interventions will be provided to students who do not meet standards on assessments. Staff Responsible for Monitoring: ELA and Math Instructional Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: We will provide Data PLC Meetings for core departments to conduct data analysis and instructional planning. Strategy's Expected Result/Impact: Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings. Staff Responsible for Monitoring: Teachers, Academic Coaches, Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Students who are not demonstrating mastery on CAs will be provided instructional support with small group interventions. Support will consist of mini-lessons of missed learning objectives utilizing Lead4Ward strategies during PRIDE Time. Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs, CA data analysis will indicate improvement in student performance in Math, reading/ SS and science on CAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Instructional Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: All instructional staff will engage in weekly content-specific professional learning communities (PLC) to offer opportunities to learn and practice best instructional practices geared to improve student investment and engagement, instructional rigor aligned to DOK/TEKS, and classroom management strategies that build a warm and demanding school culture. Strategy's Expected Result/Impact: Weekly Lesson Planning and Professional Learning agendas and sign in sheets. Review of instructional practices embedded into the LP. Observations of instructional practices during classroom/campus observations. Staff Responsible for Monitoring: Instructional Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: DMS will purchase supplies for teachers to provide small-group remediation during STAAR Blitz and to support individual instruction in core classes for students who are not demonstrating mastery of concepts. Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs will indicate improvement in student performance in Math, reading, and science on CAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Instructional Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				620
Strategy 9 Details	Reviews			
Strategy 9: Teachers will implement literacy best practices within all core contents and electives, and participate in training provided by the district ELA Curriculum Specialist and instructional coaches. Strategy's Expected Result/Impact: Lesson plans and documented walk-throughs. Documentation of attendance at training provided. Evidence of student STAAR or ELL progress measures and TELPAS progress. Staff Responsible for Monitoring: All instructional leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: During the 2021-2022 school year English Learners will show one year or more growth in STARR subject areas and 44% of the EL students will achieve Meets performance standard on STAAR Reading and Math.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of ELPS strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development. Strategy's Expected Result/Impact: Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development will increase in ELL student scores on classroom assessments, CAs, benchmarks and STAAR. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide instruction using researched-based supplemental materials, consistent use of anchor charts, purchase programs such as Flocabulary, and implement research-based vocabulary strategies in all classrooms to support academic language development. Strategy's Expected Result/Impact: Anchor Charts and other instructional strategies evidenced in walkthroughs and observations. Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue to plan and implement both TEKS and language objectives with fidelity in all lessons, supported by professional development throughout the school year. Strategy's Expected Result/Impact: Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documentated walk-throughs. Improved CAs, MAP and STAAR results for all students and improved TELPAS results for ELL students. Staff Responsible for Monitoring: Instructional Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will accelerate instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for EL students based on common assessments, interim assessments, and STAAR during the school day. Strategy's Expected Result/Impact: Evidence of student growth on common assessments and STAAR Staff Responsible for Monitoring: Teachers, Instructional support staff Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: During the 2021-2022 school year, Special Education students will show one year or more growth in reading, math, and science STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of vocabulary strategies in instruction to support academic language development. Strategy's Expected Result/Impact: Documented walk-through data STAAR results for the economically disadvantaged student group. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for students based on common assessments, interim assessments, and STAAR during the school day. Strategy's Expected Result/Impact: Evidence of student growth on common assessments and STAAR. Staff Responsible for Monitoring: Teachers, Instructional Support Staff Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Instructional Support staff will provide student intervention by providing targeted small group instruction for students not meeting standards on common assessments, interim assessments, and STAAR. Strategy's Expected Result/Impact: Evidence of student growth on CA. Staff Responsible for Monitoring: Teachers, Instructional Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: SAILS teachers will attend professional from DISD Special Programs to learn key elements necessary for setting up and maintaining a self contained classroom that met standards based on the STAAR alt assessment. Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs, CA data analysis will indicate improvement in student performance in Math, reading/ SS and science on CAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: TIDES and SAILS teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students identified with dyslexia will be served by teachers who have participated in appropriate, targeted training using Neihaus materials and district/campus created resources. Strategy's Expected Result/Impact: Reading level data (MAP, DRA). Student CA and STAAR results. Staff Responsible for Monitoring: Campus dyslexia teacher Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Throughout the 2020-2021 school year the campus leadership team will collaborate with the campus and the district attendance officers to improve attendance rates to reach 97% daily.

Targeted or ESF High Priority

Evaluation Data Sources: Student attendance reports will indicate students have a 97% attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal. Strategy's Expected Result/Impact: Records of students who met the goal, lists of incentives and rewards. Staff Responsible for Monitoring: Counselor and Communities and Schools Partnership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis Strategy's Expected Result/Impact: Attendance records, campus counselor/social worker records, transportation logs. Staff Responsible for Monitoring: Homeless Liaison Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				625
Strategy 3 Details	Reviews			
Strategy 3: Foster care students will be provided with transportation to their school of origin. Strategy's Expected Result/Impact: Attendance records, campus counselor/social worker records, transportation logs. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: Throughout the 2021-2022 school year, teachers and staff will provide instruction in areas such as bully prevention, restorative practices, conflict resolution, and drug and violence prevention during the school day.

Targeted or ESF High Priority

Evaluation Data Sources: Evidence of training held

Strategy 1 Details	Reviews			
Strategy 1: Led by the counselor, lessons in homeroom and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, BACODA resources etc Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will participate in Red Ribbon Week. Strategy's Expected Result/Impact: Schedule of events Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus interdisciplinary teams will develop a consistent set of expectations, rules and consequences through restorative practices. Strategy's Expected Result/Impact: Decrease in referrals Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students in ISS/OSS will participate in and complete targeted character-building lessons prior to returning to class. Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every three months should show a reduction in repeat offenses. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: Throughout the 2021-2022 school year, DMS will provide a safe and healthy learning and working environment for students, employees, and parents in accordance with the guidelines set forth by the Safety Response Protocol (SRP).

Evaluation Data Sources: Drill log sheets

Strategy 1 Details	Reviews			
Strategy 1: Campus will participate in monthly drills aligned to SRP (Safety Response Protocol). Strategy's Expected Result/Impact: Safe and orderly drills within expected time frame. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: Throughout the 2021-2022 school year, all DMS students will participate in the school health program and show individual growth on Fitness Gram.

Evaluation Data Sources: Evidence of improved student physical fitness through Fitness Gram (K-5) (6-8) conducted in Spring 2021.

Strategy 1 Details		Reviews			
Strategy 1: DMS will coordinate and implement a school health program through the physical education courses so that all students receive health oriented instruction and activities weekly and can show individual growth as measured by Fitness Gram. Strategy's Expected Result/Impact: PE, lesson plans and documented walk-through, observations. Staff Responsible for Monitoring: Administrators		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: During the 2021-2022 school year, DMS will increase parental involvement by providing structured opportunities for parental involvement monthly to support student learning.

Evaluation Data Sources: Sign-in sheets will be used to document attendance

Strategy 1 Details	Reviews			
Strategy 1: DMS will offer a variety of Parent and Family Engagement meetings quarterly throughout the school year in order to strengthen involvement between home and school. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings involving transitioning from elementary to middle school and middle school to junior high school. New students/families during the school year, are provided a tour of the school, if requested. Strategy's Expected Result/Impact: Documentation of fliers and attendance at parent meetings. Evidence of smooth transition of students to new schools at the beginning of the school via communication with receiving principal Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				629
Strategy 3 Details	Reviews			
Strategy 3: DMS will provide a Curriculum Night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR. Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend. Staff Responsible for Monitoring: Counselor, Academic Coaches Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: DMS, partnering with Communities in Schools and BACODA, will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school. Strategy's Expected Result/Impact: Documentation of students receiving additional counseling,	Formative			Summative
	Nov	Jan	Mar	June

instructional materials, drop-out meetings with parents and students Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 2: During the 2021-2022 school year, DMS will improve communication with all stakeholders to promote supportive partnerships throughout the community.

Evaluation Data Sources: Sign-in sheets will be used to document attendance.

Strategy 1 Details	Reviews			
Strategy 1: Campus provides interpreters for 2nd language families at ARDs and LPAC meetings, and at campus events and meetings. Strategy's Expected Result/Impact: Sign-in sheets from programs/parent meetings (resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will make available the English and Spanish versions of the Campus Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement Policy by making them accessible through various sources which include: the student handbook, the campus website, the campus library, and the district administration building in an effort to build parent engagement. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				631
Strategy 3 Details	Reviews			
Strategy 3: DMS will make English versions of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus library in an effort to build parent engagement. Spanish translation is available upon request. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: In order to inform parents of their student's progress, teachers will send home team/teacher conference requests as needed; additionally, students will have parent/teacher conferences in accordance with the district calendar. Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/administrators. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: DMS will provide parents with timely information regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand. Strategy's Expected Result/Impact: Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. Staff Responsible for Monitoring: Principal and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: During the 2021-2022 school year, 100% of new teachers to the campus will be assigned to a mentor teacher in order to provide support and assistance with campus procedures and expectations.

Evaluation Data Sources: On the staff survey administered each semester, of those who respond to the mentor questions, at least 90% of the questions will be answered with "Strongly Agree" or "Agree".

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures Strategy's Expected Result/Impact: Retention rate of new staff Staff Responsible for Monitoring: Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers to the campus. Strategy's Expected Result/Impact: Meeting minutes. Retention of effective teachers. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				633
Strategy 3 Details	Reviews			
Strategy 3: New to the profession teachers will participate in the DISD mentor/mentee program and will also meet with campus leaders at least once per nine weeks. Strategy's Expected Result/Impact: Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. Staff Responsible for Monitoring: Campus Administrators and Director of Teacher Development and Professional Learning TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as trainings, certification classes and support from campus and district administration to obtain the necessary requirements for the job. Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. Staff Responsible for Monitoring: Executive Director of Human Resources, Campus Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Academic Coaches and Instructional Support will hold Special Education and ESL certification. Strategy's Expected Result/Impact: Evidence of attendance at certification training. SBEC records reflect certification. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: During the 2020-2021 school year, the number of teachers who are GT and ESL certified will increase by 10%

Evaluation Data Sources: Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

Strategy 1 Details	Reviews			
Strategy 1: Teachers who work with advanced and/or GT students will attend 30 hours of core training in the area of gifted and talented education; in addition teachers will maintain their eligibility by receiving six hours of training yearly. Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers who work with EL students will attend training to take the state's test for a certification in ESL. Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. Staff Responsible for Monitoring: Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				635
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 3: The instructional leadership team will provide monthly professional development on instructional strategies of such as 7-Steps, Lead4ward, Teach Like a Champion, and AVID-WICOR and participation will be documented on sign-in sheets

Evaluation Data Sources: Sign-In Sheets and Training Agendas

Strategy 1 Details	Reviews			
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance first time instruction to increase student achievement. Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. Staff Responsible for Monitoring: Campus instructional and support staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus. Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/documentation of campus training presented to staff. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				636
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: During the 2021-2022 school year, collaboration with the Campus Improvement Committee will include financial transparency by following all state, federal, and local funding policies quarterly in compliance with measures set forth by the DISD Director of Federal Programs.

Evaluation Data Sources: All financial policies and practices will be followed for funding sources.

Strategy 1 Details	Reviews			
Strategy 1: Principal and secretary will work with the district business office to ensure all monies are appropriately spent. Strategy's Expected Result/Impact: Financial records Staff Responsible for Monitoring: Principal, Secretary	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Throughout the 2021-2022 school year, the upkeep and management of our building will include efforts of all campus personnel, custodial staff, district operations, and facilities, by adhering to district shut down procedures and making poster reminders visible for restrooms, teacher lounges, kitchens, workrooms, cafeteria, clinic, hallways, and independent teacher classrooms.

Evaluation Data Sources: The DMS Campus will continue to be in good condition.

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel as they occur. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Principal Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students. Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Dunbar Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.08
Arrendondo, N	Paraprofessional		.17
Jackson, T.	Instructional Support Paraprofessional		1.0
Jenkins, J	Paraprofessional		.17
Sifuentes, K.	Instructional Support Paraprofessional		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Paul, M.	Instructional Coach		1.0

640

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,025.00
2	1	2			\$0.00
Sub-Total					\$10,025.00
Grand Total					\$10,025.00

641

Addendums

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AVID Schoolwide College Readiness Goals 2020-2021 DUNBAR MIDDLE SCHOOL

I. Instruction

Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All

II. Systems

Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis

III. Leadership

Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.

IV. Culture

Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	A. Focused Note-Taking (3) Ensure AE students in grades 5 & 6 routinely use focused note-taking strategies (e.g., two-and three-column notes, interactive notebooks, graphic organizers, and/or Cornell notes, etc.).					
		Progress				
	Actions	OCT	DEC	MAR	MAY	Evidence
	1) Dunbar will utilize 2-3 column notes campus wide					Teachers: Weekly Lesson plans and student work samples
	2) Dunbar students will utilize interactive journals					Site Team: Weekly Lesson Plans
	3) Lesson plans will indicate when and how focused note-taking will be implemented					Teachers: Weekly Lesson plans
	4) Dunbar teachers will scaffold the note-taking requirements from 5 th to 6 th grade					Teachers: Weekly Lesson Plans
	5)					

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	B. Collaboration (7, 8): AE Students in 5 and 6 routinely work together collaboratively use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)						
	Progress				Responsible	Evidence	
	Actions	OCT	DEC	MAR	MAY		
	1) Teachers and students will collaborate using Google Classroom Discussions synchronously and asynchronously					Teachers: Monthly	
	2) Teachers will provide feedback to students regarding personal growth and next steps on Common Formative Assessments					Teachers: : Monthly	
	3)						
	4)						
	5)						

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Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	C. Organization (9,10): AVID Elementary students in grades 5 and 6 routinely use organization and planning tools such as binders and planners/agendas to track academic coursework, organize their thinking and learning, and monitor their academic success.					
	Progress					
	Actions	OCT	DEC	MAR	MAY	Evidence
	1) Dunbar students will utilize Data Folders to track their growth in their core classes					Teachers: Monthly Data folders
	2) Dunbar students will have an ongoing assignment list with missing grades for every subject					Teachers: Monthly Binders
	3) Teachers will update their Google Classroom calendars with assignments					Teachers: Monthly Google Classroom Calendar
	4)					
	5)					

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	D. WICOR (12): The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.						
	Progress						
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1) Dunbar will create a digital WICOR Board using Google Classroom to share AVID Strategies in the classroom					AVID Site Team: Weekly	
	2) Dunbar will share a resource that connects lead4ward strategies to AVID strategies					AVID Site Team	647
	3) The Dunbar Counselor include AVID WICOR strategies in the Counselor updates and character lessons					Dunbar Counselor: Weekly	
	4)						
	5)						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	E. Higher Level Thinking (4): AVID Elementary students in 1 grade level actively participate in questioning using Costa's Levels of Thinking during class lessons, discussions, and problem-solving.						
	Progress						
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1)						
	2)						648
	3)						
	4)						
	5)						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	A. SITE TEAM + PLAN (1, 2, 3): The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.					
		Progress				
	Actions	OCT	DEC	MAR	MAY	Evidence
	1) Dunbar MS Site Teams will meet on the on the 3 rd Thursday of each month after school to measure progress towards its goals.					AVID Site Team: Monthly 649
	2) The Dunbar MS Site Team will ensure that AVID is on the agenda at each Monthly Faculty meeting					AVID Site Team: Monthly
	3)					
	4)					
	5)					

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	B. Instructional Methods (12): The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.					
		Progress				
	Actions	OCT	DEC	MAR	MAY	Evidence
	1)					
	2)					650
	3)					
	4)					
	5)					

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	C. Academic Support Structures (5): The Principal and School Leadership Team (SLT) implement academic support structures (e.g., flexibly grouping, Collaborative Study Groups, mentoring, etc.) and scaffolded, rigorous instructional practices to help ensure AVID Elementary students develop deeper levels of understanding in rigorous work.					
	Progress					
	Actions	OCT	DEC	MAR	MAY	Evidence
	1) Dunbar MS will implement PRIDE Time for 30 minutes each day that will allow for flexible grouping of students for RTI and extended learning					Teachers: Daily
	2) Dunbar Teachers will plan for small group and 1:1 conferences with students in class					Teachers: Weekly
	3) Dunbar MS will plan weekly morning tutorial times for binder organization					Teachers and Coaches: Weekly
	4) Dunbar MS will hold Data Talks with teachers that support teachers select instructional materials and strategies for their students					Teachers and Coaches: Post CFA
	5)					

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

SYSTEMS <i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>							
GOAL	D. AE Assessments (10): The AVID Site Team administers assessments 3x per year to AE students in grades 5 and 6; data is analyzed to inform instruction and horizontal/vertical progression of skill development.						
		Progress					
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1)						
	2)						
	3)						
	4)						
	5)						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

LEADERSHIP							
Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.							
GOAL	A. SLT + AVID SITE TEAM (3, 4, 5): The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID and collaborative decision-making.						
	Progress						
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1) The AVID Site Team will meet on the 3 rd Thursday of each month to monitor the effectiveness of our implementation of AVID strategies campus wide					AVID Site Team	
	2) The AVID Site Team will ensure that AVID is on the agenda for each Faculty meeting					AVID Site Team	653
	3) The Principal will meet with the Instructional Team regularly to ensure implementation of AVID strategies campus wide					Principal	
	4)						
	5)						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

CULTURE							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
GOAL	A. COLLEGE DISPLAYS + TALK (5, 6): The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.						
	Progress						
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1) The AVID Site team will maintain College Bulletin Boards and/or display cases for students to view					AVID Site Team	
	2) Dunbar MS will promote college awareness with College T-Shirts on each Monday and will highlight colleges and universities during morning announcements					Staff and Teachers	654
	3) Dunbar MS will organize and participate in virtual field trips of college campuses					AVID Site Team	
	4) Dunbar MS will organize and facilitate a College Fair for students to participate in					AVID Site Team	
	5)						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

CULTURE						
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment						
GOAL	B. Community Activities (3): Ensure at least 50% of AE students and their families participate in community/college awareness activities/workshops offered by the school (e.g., enrichment activities, community service, service learning and college/career exploration, etc.) to promote a culture of college and career readiness.					
	Progress					
	Actions	OCT	DEC	MAR	MAY	Evidence
	1)					655
	2)					
	3)					
	4)					
	5)					

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

Dickinson Independent School District

Louis G. Lobit Elementary

2021-2022 Campus Improvement Plan



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Mission Statement

It is the mission of the Dickinson Independent School District and Louis G. Lobit Elementary to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives.

Vision

It is the vision of Louis G. Lobit Elementary School to add value to the lives of our students by creating a learning environment where the curriculum is focused on rigor and relevance, and the instruction is driven by positive student and teacher relationships.

Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

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Each member of the school has the responsibility to ensure quality learning experiences for students.

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2021

Demographics

Demographics Summary

Louis G. Lobit is one of thirteen Title IA schoolwide campuses in Dickinson Independent School District. Lobit Elementary opened its doors in August 2016.

Lobit Elementary School currently serves 653 students in grades PK-4. The campus serves the neighborhoods close to the school. The demographics served include 232 Economically Disadvantaged students (40.7%) and 250 At-Risk students (43.8%).

Lobit Elementary serves students in the following programs: English Language Learners, Gifted and Talented, 504 services, and Special Education services.

The student population is 20.7% African-American, 37.8% White, 2.1% Asian, 34.7% Hispanic, 57.2% male and 42.8% female with a low socioeconomic status of 40.7%. The staff population is 0.0% African-American, 82.5% Anglo, and 17.5% Hispanic, and 4.5% male and 95.5% female with an average of 6.4 years of experience.

The overall mobility rate for the campus is approximately 18.5%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.5%. The average daily attendance rate for staff is 94%. The district goal is 98%. There are a total of 2 discipline referrals this last year. This number of referrals accounts for students that were seen by the behavior coach for social skills lessons, as well as those who were serving ISS, OSS and time out. There were eight referrals that required formal removal to ISS and one that required OSS.

Lobit Elementary serves 15 English As A Second Language Learner students (2.6%), 28 students in the Gifted and Talented program (5%), 30 students identified for 504 services (4%), 70 students served through special education services (12.2%), and 17 Dyslexia students (2.9%). There are 112 students currently in the RTI process (19.6%).

Demographics Strengths

- LES serves a diverse population
- LES is a neighborhood school
- LES is connected to a Middle School

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus houses an economically disadvantaged population of 42% and SPED population of 12% which are students that need strategies effective with language development to ensure success with ELA TEKS. **Root Cause:** Students are coming to school lacking academic vocabulary.

Problem Statement 2: The lack of support necessary for SPED/504/RTI students to access the TIER 1 curriculum in the classroom setting greatly impacts instruction. **Root Cause:** We are currently only able to serve the students who are already in TIER 3 or identified as SPED or 504.

Student Achievement

Student Achievement Summary

Student achievement data is disaggregated in Skyward and Eduphoria Aware. There is a strong comparison between the data for local benchmarks and state assessments. In order to monitor for Index 3 Standards, we continue to focus on growth in our ELL and SPED subgroups. Our goal is for 100% of our ELL learners to achieve progress of 1 year or more, as well as focus on the ELPS. All students are making progress as we continue to close gaps with Special Education and ELL students. Our Special Education and inclusion programs have had an impact on student achievement as well. The data always keeps us focused on our areas of weakness and helps us to meet individual student needs. As we continue to learn more about the STAAR accountability system, we will strive to stay above the state average, and strive to meet all federal and state system safeguards.

Accountability Rating: MET STANDARD- 78% (C)

	Target	Lobit
Student Achievement	90	79
Student Progress	90	73
Closing Performance Gaps	90	75
Student Success Status	90	100

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Lobit will continue to pursue the highest standards of academic performance in preparing our students to be college and career ready. We will focus on staff development that implements a rigorous curriculum and supports high achievement. We will also sustain a climate of accountability to improve student outcomes.

Student Achievement Strengths

- Implement Rigor/Relevance/Relationships in order to create solid foundations academic performance and instill in all students the ability to be critical thinkers and lifelong learners who are college and career ready.
- Create and maintain a learning environment that focuses on positive relationships and is inviting and supportive of high student achievement.
- Develop a culture of accountability for improved student outcomes through the use of PLC's.
- Implement focused, sustained, and comprehensive staff development to support continued improvement in student achievement and district performance.
- Recruit, train, and retain competent, effective staff in all positions
- Support all teacher through the Cognitive Coaching Model

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELL students are reading below grade level in English from 1st to 4th grades. **Root Cause:** Students are coming to school lacking academic vocabulary and phonetic skills that are prerequisites to readings.

Problem Statement 2: ELL and Special Education students need to increase their achievement in math, reading, and writing on state standards and math and reading on federal standards and improve PBMAS. **Root Cause:** Students require intervention and repeated review to access grade-level curriculum

Problem Statement 3: Too many students are reading below grade level in English from 1st to 4th grades.

School Culture and Climate

School Culture and Climate Summary

Students enjoy being on campus and feel that it is a fun place to learn. The staff also feels it is a friendly and positive place to work. We work hard to create positive and respectful relationships across all grade levels. The high academic requirements and behavior expectations that we have set up with the Lobit Essentials will hopefully decrease the discipline problems that we saw last year. Faculty and students feel a strong sense of security in the building. The staff has high expectations and students rise to meet those expectations. All students seem satisfied and student attendance is out of student control at this age. Attendance is low at 96.4%. The district goal of 98% was not met. Teacher attendance was 94% last year. The teachers do an excellent job of forming relationships and providing rigorous instruction which keeps students in the classrooms and successfully learning. Lobit Elementary School is a new and safe facility that provides a place where students feel safe and happy learning.

School Culture and Climate Strengths

- Create a safe, friendly, supportive and positive environment
- Work to establish a relationship of trust and respect between teachers, students, and parents
- Provide character education classes
- Provide career presentation focus and planning
- Provide anti-bullying presentations
- Establish a common planning time for grade levels
- Develop and organize a Student Council
- Lobit Essential 20 for Positive Behavior Support

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance has not reached the target goal of 98%. **Root Cause:** COVID-19 has greatly impacted attendance rates.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and staff on campus meet the highly qualified standards. All teachers are fully certified and teaching within their certification limits. Routine walkthroughs as well as formal DTAS observations will be conducted. Feedback is immediately shared with teachers through Eduphoria Strive. As student achievement data is received, teacher strengths are matched with student needs. We strive to have a very low turnover rate which will show that the district inductee programs and campus mentoring are working to ensure that teachers are well trained and supported. There will be three new teachers at Lobit for next year. In order to support the notion of continuous improvement, trade days and rigor and relevance training will be provided. Walkthroughs and evaluations also provide ongoing feedback for growth. Professional development surveys will be conducted annually by the district upon completion of specific professional development events. Staff will attend Rigor and Relevance, TBSI, GT, Special Education, and ELPS, and Restorative Discipline training provided and monitored by administrative walkthroughs and campus staff development.

Staff Quality, Recruitment, and Retention Strengths

- Utilize the Human Resources Department, online application resources to find qualified applicants
- Campus interview committee involved in hiring
- New teacher mentor program
- District New Teacher Academy Program
- Professional development programs provided by district-time for new teachers to observe senior teachers
- 2nd Year teacher's Navigator program for those that need additional support
- Bi-monthly Assistant Principal's Academy

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Statement Providing new teachers and experienced teachers in need of assistance support to improve their teaching skills.

Problem Statement 2: Tier I instruction needs to provide higher rigor and relevance to ensure increased student success.

Problem Statement 3: Provide tiered assistance to teachers based on need using the instructional coaching model.

Problem Statement 4 (Prioritized): The quality of TIER 1 instruction is not consistent across the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district curriculum is clearly linked to the state standards through the place mats which are monitored by the grade level common assessments and nine-week benchmarks. We disaggregate data from the benchmarks and use the information to drive instruction and meet individual student needs. We are aligning the curriculum with the 21st century learning skills through rigor and relevance and using technology to integrate in all areas. We use many research based instructional strategies along with fluid grouping in order to meet individual needs. Some of the supports provided beyond primary instruction include academic coaches, behavior coach, and 504 plans. Multiple Intelligences are addressed through various learning styles, critical thinking, open ended questioning, and individual student projects. Our benchmark data shows that our instruction is closely aligned with the state assessments and our mock testing environments ensure that each child is given the opportunity to be successful. Our SBDM will decide which professional developments are funded based on our student achievement data as well as our curriculum and instruction needs. Instruction is designed to meet the needs of all learners in a balanced literacy and math program.

Campus Program Descriptions:

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ELL

Lobit Elementary is no longer a bilingual campus. We have one classroom at each grade level that serves our ESL students where the teacher is a certified ESL teacher. We have an LPAC representative that monitors the progress of all of our ELL learners, along with the assistant principal. Our ELL students participate in TELPAS, Woodcock-Munoz, and ITBS testing each year.

GT

Dickinson ISD's Gifted and Talented Program serves approximately 3-5% of the students in the district. These students are able to perform academically several levels above their enrolled grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades 1-6 are served in designated cluster classes by teachers with thirty-hours of training in gifted and talented education. In addition, gifted

elementary students are pulled once a week to work with other gifted students on enrichment activities in the four core curriculum areas during Genius Hour.

504

Section 504 is a part of the Federal Civil Rights Anti-Discrimination legislation 1973. Discrimination is defined as “No qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance.”

Section 504 covers any person who has a physical or mental impairment which substantially limits one or more major life activities, or has had a record of such impairment, or is regarded as having such impairment. Major life activities include hearing, speaking, learning, working, performing manual tasks, caring for one’s self, walking, seeing or breathing.

Once students qualify for section 504 they will receive accommodations in the least restrictive environment (general education classroom) that the 666 committee has agreed upon. The committee consists of an administrator, campus 504 coordinator, classroom teacher, parent and other possible candidates. The committee meets once a year to discuss progress and monitor student’s growth. The student continues to qualify as a student under 504 until he no longer needs the services or until it is decided further assistance is necessary.

Special Education Services

Special programs services that are provided at Lobit Elementary are SAILS, PASS and ABCD as well as several high needs mainstreamed students with needs pertaining to fine and gross motor as well as restroom and health services from the nurse on campus. The SAILS program primarily focuses on students with Autism spectrum disorder and the specific needs of those students to better be able to integrate socially and behaviorally in the general education population and society. This program also services our students with Intellectual Disabilities and/or low to severe intellectual functioning. The SAILS Program focuses on daily and functional living skills to be as independent as possible once completing educational requirements and learning a job skill. The PASS and ABCD programs provide a continuum of services for those students with significant behavior issues that need to be addressed outside of the general education classroom.

Campus administration and staff will:

- Ensure that all students needing special services are appropriately identified and served
- Ensure that all students referred for special services are assessed in a timely manner
- Ensure that students receiving special services are appropriately placed in discretionary placement to ISS at a rate commensurate with their non-disabled peers
- Ensure that all students IEP's are followed/documented and updated within time lines set by the ARD committee

At Risk Students

We will serve our at-risk students by properly implementing the RTI process.

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Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence and planned units
- Data from STAR, STAAR, and CBA's, DRA and Woodcock-Munoz testing.
- Weekly PLCs with each grade level
- Power PLCs
- Implementation and instruction provided to teachers on Balanced Literacy
- Prime Time
- Balanced Literacy
- Data monitored on the Digital Data Wall
- FastForWord will be used by all ELL/SPED/RTI students in Grades K-4
- Active SIT Committee

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Planning, instruction, and assessment need to be a cyclical process where each component drives the others. **Root Cause:** PLC process needs to be reset with a focus on the 4 essential questions.

Problem Statement 2 (Prioritized): All students are not reading at or above grade level at the end of second grade.

Problem Statement 3: Tier 1 instruction needs to be differentiated to meet individual students needs.

Problem Statement 4 (Prioritized): Students do not have automaticity with the foundational numeracy and skills.

Problem Statement 5: We have a growing number of dyslexia students that are being underserved.

Problem Statement 6 (Prioritized): The RTI program lacks structure and organization. **Root Cause:** Tier 1 instruction is not always at the proper level, making the need for TIER 2 and 3 interventions disproportionate.

Parent and Community Engagement

Parent and Community Engagement Summary

Lobit Elementary School always welcomes parents and community members in to our school. The community has played a major role in establishing our new school as the heart of the community. We do many events such as book fairs, award ceremonies, music programs, PTO carnivals, and community resource events. Families are involved in campus and district improvement committees. If families speak languages other than English, all communication is available in Spanish and Vietnamese with additional support from bilingual staff members. There are many services available to support students in special programs such as PST, speech, dyslexia, and academic coaches. There are also many community partnerships formed to support families and students such as:

- M. I. Lewis
- Galveston County Social Services
- The Safe Place
- Child Advocacy Center
- De Pelchin
- Telepsychiatric Clinic
- Interfaith Caring Ministries
- Lion's Club
- ELK's Club
- Dickinson Rotary Club

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DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

- Participation in site based decision making process (CIC)
- Increased communication between parents and school
- Family support services provided by counselor, district social worker
- Active PTO
- Monthly music programs
- Family Fun Nights
- Awards Ceremonies
- Book Fairs
- Parent Orientation
- Parent-Teacher Conferences
- Parents are involved in SIT, ARD, CIC, and LPAC meetings
- Career Day
- Thanksgiving Luncheon

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Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to continue to improve and expand parent academic learning opportunities.

Problem Statement 2: Social Media is underutilized for parent communication.

Problem Statement 3 (Prioritized): We need to continue to explore ways to ensure consistent parent communication.

School Context and Organization

School Context and Organization Summary

The district supports the school to a great extent through the budget process, hiring and retention of staff, and curriculum alignment. The district data shows that with smaller class size and academic support our students are showing academic growth. Our teachers have a voice in the decision making process through problem solving team meetings, faculty meetings, team meetings, and benchmark conferences, and PLC. Teachers have limited influence on students assessment because they are based on state TEKS, but they are involved in curriculum development and have input on local assessments. The organization is made up of many smaller teams such as vertical teams, PTO, SIT, and parent conferences where all parties have input into solving identified problems. The students, parents, and community seemed to share our mission and vision.

School Context and Organization Strengths

- Active PLCs
- School-wide discipline program
- Interventions based on student need
- Effective home-school connections
- Ongoing professional development through academic coach model
- Active SIT Committee

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Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Continue to find ways to provide the teachers with staff development that allows them to meet their personal and student growth goals.

Problem Statement 2: District Instructional Specialists need to be utilized to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivered is focused and on target for student success.

Technology

Technology Summary

The campus is equipped with interactive projectors, white boards, document cameras, tablets, computers, and Chrome books. We have a variety of technology available for teachers to use and all students have access to technology. The teachers like having technology to enhance their instruction and increase collaboration. One of the pitfalls of technology is the time and money involved in repairing broken/outdated equipment. The district provides ongoing technology training incorporated in core curriculum areas. Technology is used to support rigor and relevance in the curriculum for the 21st century learner. We will continue to add technology in order to stay current and keep technology updated in order to support current programming needs.

Technology Strengths

- All instructional staff will have training in the use of collaborative technology teaching tools
- The technology proficiency level of staff is appropriate
- Teachers are able to connect technology to support the TEKS
- Technology utilized in all subjects
- Technology utilized in all subjects to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets 672
- The auxiliary schedule allows student to rotate through the lab at least once a week
- Fast Forward program for all students
- MAP testing for all students
- Online Interim Assessments

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): We need to continue to add mobile devices so that all students can have computer access to supplemental online reading and math programs, as well as applicable online assessments. **Root Cause:** We need to have the infrastructure to support the additional devices, as well as funds to purchase additional devices.

Priority Problem Statements

Problem Statement 1: The quality of TIER 1 instruction is not consistent across the campus.

Root Cause 1:

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

Problem Statement 2: Planning, instruction, and assessment need to be a cyclical process where each component drives the others.

Root Cause 2: PLC process needs to be reset with a focus on the 4 essential questions.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: All students are not reading at or above grade level at the end of second grade.

Root Cause 3:

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Students do not have automaticity with the foundational numeracy and skills.

Root Cause 4:

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

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Problem Statement 5: The RTI program lacks structure and organization.

Root Cause 5: Tier 1 instruction is not always at the proper level, making the need for TIER 2 and 3 interventions disproportionate.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: We need to continue to explore ways to ensure consistent parent communication.

Root Cause 6:

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: We need to continue to add mobile devices so that all students can have computer access to supplemental online reading and math programs, as well as applicable online assessments.

Root Cause 7: We need to have the infrastructure to support the additional devices, as well as funds to purchase additional devices.

Problem Statement 7 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

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Goals

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: 100% of students will make at least one year's growth in Reading.

Targeted or ESF High Priority

Evaluation Data Sources: M CLASS

MAP

STAAR

TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the district's literacy plan in order to provide balanced literacy instruction in the classroom. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: ELA Curriculum Specialists Administrators Instructional Interventionist Instructional Coaches Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - 255-Title IIA, - 211-Title IA, - 199-SCE, - Local Funding, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				675

Strategy 2 Details	Reviews			
Strategy 2: LES will utilize Instructional Interventionists, Dyslexia Specialists and Instructional Paraprofessionals to provide intervention, dyslexia services, and/or inclusion support for at-risk students in TIER 2 and 3. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Staff Responsible for Monitoring: Administrators Instructional Interventionists Instructional Paraprofessional Dyslexia Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: PK-4 teachers will attend targeted professional development in Balanced Literacy implementation with ELA Curriculum Specialist and/or Instructional Coaches. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: ELAR Curriculum Specialist Instructional Coaches Administrators Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
				676

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve TIER 1 instruction: Comprehension Fluency Phonics Guiding Reading Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Principal Deputy Superintendent for Instructional Services Director of Federal Programs/ELL Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Instructional Coaches will model and coach teachers as needed with the implementation of balanced literacy and reader's workshop. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Administrators Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
				677

Strategy 6 Details	Reviews			
Strategy 6: Contracted Services providers will be utilized throughout the year to provide professional development and instructional direction to support early literacy development for staff on campus. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Teachers Consultants Administrators Instructional Coaches ELAR Curriculum Specialist Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and proficiency levels of the standards: Strand 1: Vocabulary Strand 2: Comprehension Strand 3: Response Skills Strand 4: Multi-Genres Strand 5: Literary Elements Strand 6: Authors' Purpose Strand 7: Writing Process Strategy's Expected Result/Impact: MCLASS MAP STAAR Staff Responsible for Monitoring: ELA Curriculum Specialists Principal Assistant Principal Instructional Interventionists Instructional Coaches Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				678

Strategy 8 Details	Reviews			
Strategy 8: Students will take the online MAP assessment three times per year in order to track proficiency and progress in Reading . Strategy's Expected Result/Impact: MCLASS Growth MAP Growth Improved data tools Staff Responsible for Monitoring: MCLASS Proctors MAP Proctors Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: 100% of students will make at least one year's growth in Math.

Targeted or ESF High Priority

Evaluation Data Sources: M CLASS

MAP

STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement both whole and small group guided math instruction. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Math Curriculum Specialist Instructional Coaches Administrators Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional Coaches will model and coach teachers as needed with the implementation of the math TEKS and guided math. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Instructional Coaches Administrators Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Continue to use Lone Star Problem Solving, Countdown to STAAR, Engaging Mathematics, Number Talks in order to provide teachers with a resource that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Principal Instructional Coaches Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will attend high quality training both in and out of the district based on research based best practices for math (travel expenses included when necessary). Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Teachers Academic Coaches Principals Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Title Funds to pay for training - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
				681
Strategy 5 Details	Reviews			
Strategy 5: Students will take the online MAP assessment three times per year in order to track proficiency and progress in Math. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth Improved data tools Staff Responsible for Monitoring: MCLASS Proctors MAP Proctors Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: LES will utilize Instructional Interventionists and Instructional Paraprofessionals to provide intervention, and/or inclusion support to at-risk students in TIER 2 and 3. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Staff Responsible for Monitoring: Administrators Instructional Interventionists Instructional Paraprofessional Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: 100% of students will make at least one year's growth in Writing.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Lesson plans and classroom instruction will reflect the most up to date district curriculum documents and required resources for Writer's Workshop. Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Administrators, Instructional Coaches Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional coaches will model and coach teachers as needed with the implementation of writer's workshop. Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Instructional Coaches Administrators Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will create Writing Portfolio's to document growth in writing. Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Through the practice of writing calibration, teachers will work with highly qualified consultants and other teachers to help them in perfecting the teaching of the writing craft, as well as revising and editing. Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: Teachers Consultant Administrators Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All K-4 teachers will use research-based resources/materials to support the curriculum in Writing (including all necessary training/travel). Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth Staff Responsible for Monitoring: ELAR Curriculum Specialist Instructional Coaches Administrators Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				684
Strategy 6 Details	Reviews			
Strategy 6: LES will utilize Instructional Interventionists and Instructional Paraprofessionals to provide intervention, and/or inclusion support to at-risk students in TIER 2 and 3. Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth Staff Responsible for Monitoring: Administrators Instructional Interventionists Instructional Paraprofessional Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: 100% of ELL students will advance at least one TELPAS proficiency level in the areas of listening, speaking, reading and writing.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: All teachers of ELL students will work to increase language mastery and academic vocabulary acquisition through sheltered instruction. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction Staff Responsible for Monitoring: ELL Teachers Instructional Coaches Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas. Strategy's Expected Result/Impact: TELPAS Growth Staff Responsible for Monitoring: Instructional Coaches Administrators LPAC Coordinator ELL teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development. Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth Staff Responsible for Monitoring: Administrators LPAC Coordinators ELL Teachers Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: 100% of Special Education students will make at least one year's growth.

Targeted or ESF High Priority

Evaluation Data Sources: IEP Goals

STAAR

STAAR Alternate

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize specially designed instruction to plan and implement differentiated instruction for special education students. Strategy's Expected Result/Impact: IEP Progress STAAR Growth STAAR ALT Growth Staff Responsible for Monitoring: Administrators Teachers Instructional Interventionists SPED Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Case managers will routinely track the accommodations and modifications that students are required to receive and document their effectiveness. Strategy's Expected Result/Impact: IEP Progress MAP Growth STAAR Growth STAAR ALT Growth Staff Responsible for Monitoring: Instructional Interventionists Dyslexia Specialists Behavior Coach ARDCF Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 6: 100% of LES students will receive a well rounded education through the utilization of instructional best practices, enrichment opportunities, multi-tiered support systems, and social/emotional support programs.

Evaluation Data Sources: PLC

RTI/MTSS

GT Services

Counseling

Restorative Practices

Robotics

Strategy 1 Details	Reviews			
Strategy 1: Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom. Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction Staff Responsible for Monitoring: Administrators Counselor Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				688
Strategy 2 Details	Reviews			
Strategy 2: Teachers will actively participate in PLC meetings that are focused on instruction and student improvement. Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction Staff Responsible for Monitoring: Administrators Instructional Coaches Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will receive sustained support for trainings in the classroom with modeled practices being demonstrated for the teacher by Instructional coaches or outside experts in the field. Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction Staff Responsible for Monitoring: Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services Contracted Services Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards. Strategy's Expected Result/Impact: Enhanced PLC and planning of TIER 1 instruction Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				689
Strategy 5 Details	Reviews			
Strategy 5: Students will have direct access to district approved online reading and math programs which support classroom instruction. Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Increased differentiation Staff Responsible for Monitoring: Teachers Administrators Director of Technology Director of Educational Services Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: LES will provide ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Increased extracurricular activities Staff Responsible for Monitoring: Principal Robotics Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: GT enrichment will be provided to identified students through the utilization of cluster classes and pullout opportunities. Strategy's Expected Result/Impact: Increased enrichment opportunities Staff Responsible for Monitoring: Instructional Coaches Administrators GT Teachers Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

690

Goal 2: LES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Student attendance will increase to 98% for the school year.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives will be offered each nine weeks and rewards giving to students who meet the campus goal. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Attendance Clerk Teachers Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Counselor Social Worker	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 98%. We will also discuss with students the importance of being at school each day so that learning can occur. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Teachers Attendance Clerk Receptionist Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: We will utilize the District Attendance Intervention Specialists to help us with students that have chronic attendance issues that cannot be resolved at the campus level. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: District Attendance Intervention Specialists Principal	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: LES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: 100% of staff and students will receive required training and instruction in areas such as emergency response, bullying prevention, conflict resolution, drug and violence prevention, character building, etc.

Evaluation Data Sources: Restorative Practices

No Place For Hate

Red Ribbon Week

Project Wisdom

Standard Response Protocol

Strategy 1 Details	Reviews			
Strategy 1: Promote "No Place for Hate" program campus wide. Along with our current Character Education programs we will address the following: Violence Prevention Bullying Character Traits Strategy's Expected Result/Impact: Increased safety Increased citizenship Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements. Strategy's Expected Result/Impact: Increased awareness Increased safety Staff Responsible for Monitoring: Teachers Administrators				692
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 2) Campus will participate in Red Ribbon Week. Strategy's Expected Result/Impact: Increased awareness Increased coping skills Increased decision making skills Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Promote a safe and secure school environment by utilizing the Standard Response Protocol to respond to emergency situations. Strategy's Expected Result/Impact: Increased awareness Decreased confusion and response time in emergency situations. Staff Responsible for Monitoring: Administrators Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment. Strategy's Expected Result/Impact: Increased student and teacher relationships Decreased discipline referrals Staff Responsible for Monitoring: Counselors Administrators Behavior Coach Classroom Teachers Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

693

Goal 2: LES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: 100% of students will participate in physical fitness activities.

Evaluation Data Sources: Fitness Gram data

Daily Mile

SHAC participation

Strategy 1 Details	Reviews			
Strategy 1: 2) All PK-4 students will participate in daily recess. Strategy's Expected Result/Impact: Increased opportunities for movement Increased focus in the classrooms. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will implement the Daily Mile to encourage movement while also building self-esteem and relationships. Strategy's Expected Result/Impact: Increased opportunities for movement Increased self-esteem Increased relationships Staff Responsible for Monitoring: Teacher Principal	Formative			Summative
	Nov	Jan	Mar	June
				694
Strategy 3 Details	Reviews			
Strategy 3: Through our master schedule, we will make sure that each student participates in vigorous physical activity during the PE classes for the required minutes. Strategy's Expected Result/Impact: Increased physical fitness opportunities Staff Responsible for Monitoring: PE Teachers Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: We will have campus participation on the district's SHAC Committee as well as the FitnessGram. Strategy's Expected Result/Impact: Increased physical fitness opportunities Increased healthy choices Staff Responsible for Monitoring: PE Coaches Administrators SHAC Representative	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: LES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: Discipline referrals for noncompliance, disrespect and class disruptions will stay below 5%.

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment. Strategy's Expected Result/Impact: Increased student and teacher relationships Decreased discipline referrals Staff Responsible for Monitoring: Counselors Administrators Behavior Coach Classroom Teachers Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and students will utilize the school wide discipline plan and the Lobit Essential 20 in order to teach and reinforce campus behavior expectations. Strategy's Expected Result/Impact: Increased citizenship Increased awareness of expectations Decreased discipline referrals Staff Responsible for Monitoring: Teachers Administrators	Formative			Summative
	Nov	Jan	Mar	June
				695
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: LES will make family and community partnerships a priority.

Performance Objective 1: Increase the home to school connection by communicating important school/district information and parent engagement activities to 100% of all stakeholders.

Evaluation Data Sources: Parent Survey Results
Community/Business Partnerships
Parent Engagement activity attendance

Strategy 1 Details		Reviews			
Strategy 1: The campus will make available the English version of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus libraries in an effort to build parent engagement. A Spanish translation will be available upon request. Strategy's Expected Result/Impact: Increased transparency in planning Staff Responsible for Monitoring: Principal School Secretary Title I Schoolwide Elements: 3.1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. The Parent and Family Engagement Policy was developed by the CIC with input from the following parents: Shelley Remedis-PTO President Strategy's Expected Result/Impact: Increased Parent Engagement Staff Responsible for Monitoring: Principal CIC Committee PTO School Secretary Title I Schoolwide Elements: 3.1		Formative			Summative
		Nov	Jan	Mar	June
					696
Strategy 3 Details		Reviews			
Strategy 3: Recruit teachers, parents, community and business members to be a part of the CIC. Strategy's Expected Result/Impact: Increased input from all stakeholders Staff Responsible for Monitoring: Principal		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase the home/school connection by providing parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities through social media and web pages, teacher communication logs, and flyers. Strategy's Expected Result/Impact: Increased communication Increased parent and community engagement Staff Responsible for Monitoring: Principal Campus Staff Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide high quality and timely customer service addressing community and parental questions at the campus level. Strategy's Expected Result/Impact: Increased positive community and parent communication Staff Responsible for Monitoring: Principal Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Lobit Middle School. Strategy's Expected Result/Impact: Increased number of Kindergarten students registered prior to August Decreased transition anxiety for student and parents Staff Responsible for Monitoring: Principal Counselor Teachers Lobit Middle School Staff Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				697
Strategy 7 Details	Reviews			
Strategy 7: The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path. Strategy's Expected Result/Impact: Increased exposure to various careers and colleges Staff Responsible for Monitoring: Teachers Counselor Administrators TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: At our Parent Universities, we will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving. Strategy's Expected Result/Impact: Increased parent involvement Increased student achievement Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: In November, we will provide individual parent- teacher conferences. We will share with parents the grade level standards and how their child is performing in comparison to those grade level standards. Strategy's Expected Result/Impact: Increased parent involvement Increased student achievement Staff Responsible for Monitoring: Teachers Instructional Interventionists Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: The campus will offer a variety of parent and family engagement meeting during the school year in order to strengthen involvement between home and school. 1. Registration-8/2-8/11 2. Meet the Teacher-8/20 @ 8-11 4. Parent Orientations-9/14 @ 5 7. 5 Monthly Music Programs @ 6 8. Open House-3/5 @ 6 9. PK/K Roundup-5/5 @ 6 10. Book Fair Family Nights in October and March 11. LEV Parent University on 10/15, 1/14, and 3/24 @ 5 Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details		Reviews			
Strategy 11: LES will have a Parent Engagement Coordinator that will coordinate/document all parent engagement activities on campus throughout the year. Strategy's Expected Result/Impact: Increased parent engagement Proper documentation of parent engagement activities Staff Responsible for Monitoring: Principal Parent Engagement Coordinator Title I Schoolwide Elements: 3.1, 3.2		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 4: LES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Keep the turnover rate to below 5% through the use of mentoring, instructional coaching, staff development, teacher feedback and an increased focus on hiring highly qualified personnel.

Evaluation Data Sources: Staff Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Administrators will provide tiered interventions designed to assist teachers in meeting district and state standards in the classroom. Strategy's Expected Result/Impact: Improved TIER 1 instruction Decreased turnover rate Staff Responsible for Monitoring: Administrators Instructional Coaches Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Any teacher new to the profession will participate in the mentor/protege program provided by the district. Second year teachers will join the district's Navigator program for additional support. Strategy's Expected Result/Impact: Improved TIER 1 instruction Decreased turnover rate Staff Responsible for Monitoring: Dir. of Prof Development Principal Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				700
Strategy 3 Details	Reviews			
Strategy 3: Principal will encourage 100% of certified teachers to apply for ESL and SPED certification so that all teachers are trained to meet the needs of diverse learners. Strategy's Expected Result/Impact: Increased # of teachers with ESL and SPED certifications. Staff Responsible for Monitoring: Principal Teachers Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus will continue to interview and hire highly qualified teachers for our campus. Through the use of our Instructional Coaches, we will work to make sure that no teacher goes unsupported. Strategy's Expected Result/Impact: Increased retention of highly qualified staff Staff Responsible for Monitoring: Administrators Instructional Coaches Director of Professional Development Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: The campus will use T-TESS as our teacher observation tool. T-TESS will allow for teachers to set both professional practice and student growth goals that relate to campus and district goals. Strategy's Expected Result/Impact: Increased Teacher Effectiveness Increased retention of highly qualified staff Staff Responsible for Monitoring: Administrators Teachers Director of HR Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: In the spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate and the level of support they feel from mentor teachers, team members, department members and administration. Strategy's Expected Result/Impact: Increased staff input Increased staff satisfaction Staff Responsible for Monitoring: Campus Staff Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Technology will be incorporated into instruction in 100% of the classrooms at LES.

Evaluation Data Sources: Student products that incorporate technology
Technology usage demonstrated in observations

Strategy 1 Details	Reviews			
Strategy 1: All K-4 students will participate in a weekly technology class as part of the specials rotation. Strategy's Expected Result/Impact: Increased computer literacy Staff Responsible for Monitoring: Master schedule Computer Lab Paraprofessional	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Technology will be added at the campus in order to move towards our goal of having a 1-1 technology to student ratio. Strategy's Expected Result/Impact: Increased access to technology Staff Responsible for Monitoring: Technology Department Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				702

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Through the combined efforts of campus staff, district operations and facilities, and district business services, LES will be well maintained and have all necessary resources.

Evaluation Data Sources: Campus work orders
Campus budget

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner. Strategy's Expected Result/Impact: Increased building maintenance Staff Responsible for Monitoring: School Secretary Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration and custodial staff will do quarterly walkthroughs of the campus to list structural and classroom maintenance needs. Strategy's Expected Result/Impact: Increased building maintenance Staff Responsible for Monitoring: Administrators Custodial Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic and extracurricular experiences for all students. Strategy's Expected Result/Impact: Increased building maintenance Improved access to supplies and materials Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: LES will focus on energy management and conservation to help reduce energy costs for the district by follow the daily and holiday shut down procedures. Strategy's Expected Result/Impact: Decreased energy costs Staff Responsible for Monitoring: Campus Administrators District Energy Administrators	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Personnel for Louis G. Lobit Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.08
Butler, S.	Instructional Coach		1.0
Demunbrun, C	Instructional Support		1.0
Dunham, A	Instructional Support		1.0
Lopez, C.	Instructional Support Paraprofessional		1.0
Matranga, M.	Instructional Support		.90

704

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rolla, A	Instructional Coach		1.0

705

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	2			\$0.00
1	2	6			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
1	3	6			\$0.00
1	6	1			\$0.00
1	6	5			\$0.00
3	1	6			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	6			\$0.00
1	2	2			\$0.00
1	2	4	Title Funds to pay for training		\$0.00
1	2	6			\$0.00
1	3	4			\$0.00
1	3	6			\$0.00
1	6	1			\$0.00
4	1	2			\$0.00

255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	2	2			\$0.00
1	2	6			\$0.00
1	3	2			\$0.00
1	3	6			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	3			\$0.00
1	3	4			\$0.00
1	6	5			\$0.00
2	2	1			\$0.00
2	2	5			\$0.00
2	4	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	6			\$0.00
1	2	6			\$0.00
1	3	4			\$0.00
1	3	6			\$0.00
1	6	1			\$0.00
Sub-Total					\$0.00
IDEA A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

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Dickinson Independent School District

Elva C. Lobit Middle School

2021-2022 Campus Improvement Plan



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Mission Statement

The mission of Lobit Middle School is to foster an environment where students are respectful, kind, and self-reliant in their learning.

Vision

The students of Lobit Middle School will receive an education in which learning extends beyond the classroom, creating an atmosphere of integrity, perseverance, and pride.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elva C. Lobit Middle School is one of fourteen Title IA schoolwide campuses in the Dickinson Independent School District. Lobit Middle School opened its doors in August 2016. Lobit Middle School serves 483 students in grades 5 and 6, with 52% economically disadvantaged. This is a Title I School-wide Campus.

The student population is 26% African-American, 31% White, 36% Hispanic, 2% Asian, 56% male and 42% female. The staff population is 1% African-American, 85% White, 14% Hispanic, 13% male and 87% female with an average of 8 years of experience. The current teacher/student ratio is 1:26.

The average daily attendance rate for students is 96%. Lobit Middle School recorded a total of 183 office referrals, with a total of 148 discipline incidences resulting in parts of day suspensions, in-school suspensions and out-of school suspensions this year.

Elva C. Lobit Middle School serves 39 English Language Learner students (8%), 16 students in the Gifted and Talented program (3%), 40 students identified for 504 services (8%), and 90 students served through special education services (19%).

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Demographics Strengths

Our campus has the following demographic strengths:

Diverse student population

Multiple training opportunities to better prepare staff for our diversified campus, including Professional Learning Communities at Work, AVID, Restorative Practices, Lead4ward, 7 Steps to a Language Rich Classroom

I Can I Care school-wide positive behavior incentives

Problem Statements Identifying Demographics Needs

Problem Statement 1: In-school suspension and out-of-school suspension increased **Root Cause:** Instability during the 20-21 school year due to the pandemic and being in and out of school.

Student Achievement

Student Achievement Summary

Summary

Throughout the school year a variety of assessments play a key role in campus academic performance. The State of Texas Assessments of Academic Readiness (STAAR) assess how students master content for the current school year; the Texas English Language Proficiency Assessment System (TELPAS) assess our English Language Learners on their language acquisition, the Measure of Academic Performance (MAP) provides teachers with detailed information on reading and math skills, and district benchmark assessments; which measure content knowledge as students progress throughout the school year.

Due to continued COVID instructional interruptions, there was no school accountability grade assigned for the 2020-2021 school year. A surface level look at basic performance on STAAR indicates declines that would seem appropriate during a pandemic. However a closer look at the Closing the Gaps indicators show that all student groups are struggling significantly with performing at the Meets or Masters standard.

5th Grade Reading	App	Meets	Masters
2018	65%	33%	10%
2019	68%	38%	19%
2021	66%	35%	18%

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5th Grade Math	App	Meets	Masters
2018	77%	46%	14%
2019	73%	39%	19%
2021	63%	30%	11%

5th Grade Science	App	Meets	Masters
2018	65%	26%	33%
2019	64%	33%	12%
2021	58%	25%	4%

6th Grade Reading	App	Meets	Masters
2018	64%	27%	10%
2019	56%	18%	4%
2021	52%	17%	4%

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6th Grade Math	App	Meets	Masters
2018	76%	43%	13%
2019	71%	35%	10%
2021	62%	29%	8%

Student Achievement Strengths

Our strengths:

- Students grew from fall MAP testing to winter MAP testing in both grade levels
- Content teams plan lessons, disaggregate and discuss data, and collaborate on teaching strategies a minimum of twice a week

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Based on STAAR results no indicators for Closing the Gaps were achieved. **Root Cause:** Classroom instruction is not at the level of rigor that would allow growth from approaches to meets on STAAR.

Problem Statement 2 (Prioritized): Based on STAAR results students are performing below district and state averages. **Root Cause:** Instruction is not planned to include opportunities for students to process learned information.

Problem Statement 3 (Prioritized): Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. **Root Cause:** Classroom instruction and interventions have focused on students meeting standard, not depth of growth.

School Culture and Climate

School Culture and Climate Summary

Summary

A parent survey was sent out and those responding felt that Lobit Middle School has a positive and welcoming environment. District summary states as the following in having a positive and welcoming environment:

Question	Agree	Definitely Agree
I feel welcome at the school(s) my student attends	52%	28%
Teachers show respect for the students	52%	31%
Campus principals and assistand principals show respect for the students	54%	34%
Students who respect for teachers and administrators.	60%	24%
Students show respect for other students.	55%	17%
The district/campus meets the social and emotional needs of the students.	57%	23%
The district/campus meets the academic needs of the students.	58%	28%
The district/campus has an excellent learning environment.	59%	26%
The district/campus has a good public image.	59%	24%
The district/campus quickly respond when I contact them.	53%	30%

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A student survey was given to all 5th and 6th grade students in the spring.

Question	Agree	Definitely Agree
At school, I feel _____ I belong	64%	15%
I like this school.	48%	26%
My principal/assistant principal cares about me	41%	41%
My classrooms invite questioning, exploration, and idea sharing.	51%	20%

A staff survey was given to all staff members in the spring.

Question	Agree	Definitely Agree
I feel like I belong at this school and staff care about each other.	42%	46%
I feel recognized for good work.	44%	37%
I work with people who treat with me respect.	44%	44%

Question	Agree	Definitely Agree
I work with people who listen if I have ideas about doing things better or in a different way.	56%	33%
Morale is high on the part of teachers, students, staff, and administrators.	62%	15%
My administrator(s) treats me with respect.	26%	70%
My administrator(s) is an effective instructional leader.	48%	52%
My administrator(s) facilitates communication effectively.	44%	48%
My administrator(s) provides specific and targeted feedback that is useful for helping me improve my instructional practices.	50%	46%
My administrator(s) supports shared decision making.	32%	52%
My administrator(s) is effective in helping us reach our vision.	44%	52%
I have the opportunity to think for myself, not just carry out instructions.	27%	73%
I have the opportunity to develop my skills through effective professional development.	31%	62%
Processes and expectations are in place at this campus to support restorative practices and character education.	56%	30%
Behavior expectations in classrooms and throughout the campus are clearly communicated and consistent.	38%	8%
Campus staff work to establish relationships and connect with students.	56%	22%
Discipline referrals are dealt with in a consistent and timely manner.	46%	8%
Regular communication occurs to keep staff informed.	46%	42%
Regular communication occurs using different formats to keep parents informed.	37%	52%
The instructional program at this school is challenging.	58%	25%
The school provides an atmosphere where every student can succeed.	48%	44%
Quality work is expected of all students and staff at this school.	42%	50%
Teachers in this school communicate with each other and work collaboratively to ensure student learning is consistent across teams and/or grade levels.	65%	22%
The vision for this school is clear and it is shared.	54%	38%
This school has a good public image.	58%	12%

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School Culture and Climate Strengths

The committee identified the following strengths:

- Parents feel that school meets the academic and social-emotional needs of students.

- Parents feel that teachers show respect to students.
- Students feel that they belong.
- Students feel that classrooms invite questioning and learning.
- Teachers feel that they belong at school.
- Teachers feel that administrators treat them with respect.
- Teachers feel that other teachers are respectful and productive with one another.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Misbehavior in classrooms make instruction difficult, especially disruptive outbursts **Root Cause:** Students come from a wide variety of trauma backgrounds and procedures in classrooms are sometimes inconsistent.

Problem Statement 2: Behavior expectations in classrooms and throughout the building are not consistent. **Root Cause:** Students returned to school in waves from remote instruction. Expectations varied from teacher to teacher.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lobit Middle School strives to interview and employ highly qualified teachers and instructional paraprofessionals and works closely with district Educational Services and Human Resources departments to provide trainings and assistance to those who may need assistance. Open instructional positions are posted on our district website with ample time to recruit certified and effective individuals prior the beginning of the school year. There is also a positive recruitment tactic of networking within professional communities among colleagues. Ensuring retention of highly qualified individuals is offered through district wide mentor and protégé programs. At a campus level, this includes campus wide supports including administration, expert teachers, academic/instructional coaches, and the behavior coach.

LMS experienced a large turnover after the 2020-2021 school year. A total of 10 teachers left Lobit Middle School. Two teachers resigned to stay home with younger children. Two teachers resigned and moved to districts closer to their new home. One teacher determined that teaching may not be a good fit. One teacher is taking a break for a year or two. One teacher changed districts and positions in order to care for an ailing parent. One teacher wanted to changes grade levels and coach. Two teachers were not a good fit for LMS and resigned their positions.

Staff Quality, Recruitment, and Retention Strengths

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The following strengths were identified:

- All LMS Staff meet the requirement of highly qualified according to state and district requirements
- Recruitment is a strength for our district with multiple avenues utilized for finding the best candidates
- Professional development is offered in a variety of formats throughout the school year to address student academic needs in all content areas
- District and campus mentor/protégé programs promote the development and support of new teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): First year teachers are overwhelmed at the beginning of the school year. **Root Cause:** There is a lot of new information to learn in a short period of time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum at Lobit Middle School is aligned with the TEKS, English language Proficiency Standards (ELPS) and the College Career Readiness Standards (CCRS). Teachers follow the TEKS and implement the district year at a glance and pacing guides. Curriculum planning by departments is on-going during the school year and is developed with the help of administration, curriculum specialists and academic staff. Team leaders collaborate with district curriculum specialists during the school year and summer to update curriculum. Evidence from walk-throughs and evaluations show that teachers are increasing the content rigor and relating it to real world applications. Students are engaging in higher level thinking activities. Professional Learning Communities meet on a regular basis to find and discuss best practices for implementing lessons. Content objectives and language objectives are written on the board and discussed in every classroom. Many teachers have been trained in ELPS strategies to provide linguistic accommodations for the bilingual population. Scaffolding and differentiated instruction are supported by Academic coaches in the core classes. Teachers utilize projectors, document cameras and mobile computer labs to create more engaging lessons. Teachers use Eduphoria to gather data and decide on student groupings for maximizing student success across the campus. Students analyze and graph their results after unit tests, benchmarks and the MAP testing. Conferences are held with students to discuss their progress and students set goals for their success.

Teachers and staff at Lobit Middle School are dedicated to increasing student achievement and performance by providing students with a well-rounded education through rigorous, higher level activities. Teachers analyze common assessments, CBAs, MAP reading and math data, and state testing data as well as informal assessments to identify the needs of students. The schedule at LMS has been adjusted to allow for maximum literacy, math and science instruction. Gifted and Talented students in 5th and 6th grade follow a PreAP curriculum and complete a Texas Performance Standards project each year. Student progress is consistently monitored by case managers who update IEP and/or LPAC information. Teachers actively track individual student data and students complete individualized data tracking sheets.

The goal of Lobit Middle School is to reach the College and Career Readiness standard of 85% of all students meeting the passing rate. In order to reach that goal, LMS teachers attend a variety of professional development courses to ensure that the most effective strategies are being implemented.

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Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- Data analysis-disaggregating data after assessments to form intervention groups and determine need to re-teach objectives
- Having access to multiple formats of curriculum
- Support for students experience difficulty- ARDS, LPAC, RtI paperwork completed in a timely manner
- Communication of content and English language objectives
- Curriculum aligned with State Standards
- Common assessments in Math, Science and Social Studies
- Weekly meetings in Professional Learning Communities

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Is curriculum being taught at the level it is assessed by the state? Are all teachers planning, delivering, and assessing curriculum correctly?

Root Cause: PLC planning time and classroom instruction has focused on students meeting standard, not depth of growth.

Parent and Community Engagement

Parent and Community Engagement Summary

A parent survey was sent out and those responding felt overwhelmingly positive about the school's welcoming atmosphere and effectiveness. Parents have opportunities such as PTO, Parent Orientation Night, Open House, etc. to be involved with the school. Individual parent/teacher conferences are scheduled at the beginning of November. The school communicates with parents through various formats so that the information is accessible to all. Interpreters are available to help at ARDs and other meetings where language could be a barrier. With the help of Communities in Schools, we have strong ties with several community partners. They are recruited as needed and supported through appreciative gestures such as artwork, letters, and lunches. Parents participate in site-based planning through Campus Improvement Committee and the Education Improvement Committee. They are invited and serve on a volunteer basis.

Parent and Community Engagement Strengths

The following needs were identified:

- While teachers work to maintain communication with parents, we could improve our coordination of time needed to facilitate this better.
- Teacher web pages are excellent tools to keep parents aware of what is going on in their children's classes.
- Parent-based committees at the school need to be more ethnically diverse in representation.
- Conduct parent meetings to discuss family engagement and student academics with parents of our academically fragile students.
- Continue to expand opportunities for transition information/visits/and materials for not only students coming from elementary and going to junior high school but ~~722~~ students who are coming from home school or private schools.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Additional avenues of communication from school to home need to be investigated and implemented. **Root Cause:** Not all families have internet access.

School Context and Organization

School Context and Organization Summary

Lobit Middle School is a safe learning environment that sets high expectations and realizes the benefit of collaboration with parents, community, students and staff. We align the goals of the campus based on the TEKS, which are vertically aligned and allow teachers to reinforce learning across multiple subject areas. Daily operations and schedules are in place to ensure all students are receiving maximum instructional time. Collectively, as a staff, we discuss needs, changes, or modifications which can be made in order to promote success for all students. The principal communicates campus academic and staffing needs throughout the school year by attending bi-weekly A-Teams with district administration and with superintendent and district offices during individual campus staffings for the next school year in early spring.

School Context and Organization Strengths

The following strengths were identified:

- Teachers have the ability to communicate digitally with parents through Skyward and Outlook.
- The perception of students, teachers, parents and community members is that Lobit Middle School is a safe, positive learning environment that meets the needs of all students.
- Vertical alignment of the curriculum links our campus and district goals.

Problem Statements Identifying School Context and Organization Needs

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Problem Statement 1 (Prioritized): 100% of the students at Lobit Middle School do not make at least one year of academic progress. **Root Cause:** We lack consistent, effective formative assessments in every classroom and we lack an effective system of academic intervention.

Technology

Technology Summary

The teachers at Lobit Middle School are equipped with technology to assist in academic instruction. Every classroom has a teacher and student computer, document camera, projector, and power point clicker. LMS currently has 12 chrome carts for daily use. Teachers have utalize Google Classroom to house class assignments and projects, but are transitioning to a new learning management system, Schoology. A computer lab is also available to teachers/students when chromebooks are already in use.

Technology Strengths

The following strengths were identified:

- Students use many interactive websites to further their knowledge of the content area.
- Teachers utilize chromebooks on campus to immerse students in the internet and technology.
- The district has an excellent technology department who are readily available to offer help and corrects issues.
- Teachers communicate with parents through updated web pages, Skyward messenger, and Remind 101.
- All fifth grade students are enrolled in a technology course as part of their elective curriculum.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers do not always have access to computers when needed for teaching. **Root Cause:** Limited access to chromecarts because three teachers have to share one set of twenty-five.

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Priority Problem Statements

Problem Statement 1: 100% of the students at Lobit Middle School do not make at least one year of academic progress.

Root Cause 1: We lack consistent, effective formative assessments in every classroom and we lack an effective system of academic intervention.

Problem Statement 1 Areas: School Context and Organization

Problem Statement 2: Is curriculum being taught at the level it is assessed by the state? Are all teachers planning, delivering, and assessing curriculum correctly?

Root Cause 2: PLC planning time and classroom instruction has focused on students meeting standard, not depth of growth.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math.

Root Cause 3: Classroom instruction and interventions have focused on students meeting standard, not depth of growth.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Misbehavior in classrooms make instruction difficult, especially disruptive outbursts

Root Cause 4: Students come from a wide variety of trauma backgrounds and procedures in classrooms are sometimes inconsistent.

Problem Statement 4 Areas: School Culture and Climate

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Problem Statement 5: First year teachers are overwhelmed at the beginning of the school year.

Root Cause 5: There is a lot of new information to learn in a short period of time.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Based on STAAR results no indicators for Closing the Gaps were achieved.

Root Cause 6: Classroom instruction is not at the level of rigor that would allow growth from approaches to meets on STAAR.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Based on STAAR results students are performing below district and state averages.

Root Cause 7: Instruction is not planned to include opportunities for students to process learned information.

Problem Statement 7 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

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Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 8, 2021

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: 60% of students, including those in specific student groups, will perform at Meets or Masters on STAAR math and reading.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Administer and analyze district reading, math, writing, and science assessments. *disaggregate results by teacher *disaggregate by student groups *discuss in content team team meetings and plan for interventions and the spiraling of non mastered TEKs, as guided by the four questions of the PLC process Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				727
Strategy 2 Details	Reviews			
Strategy 2: Using identified Essential Standards in Reading Language Arts, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery. Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores Staff Responsible for Monitoring: District Curriculum Specialist, Literacy Academic Coach, Classroom teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 255-Title IIA, - 263-Title IIIA, - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Using identified Essential Standards in Math, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery. Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Academic Coaches TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding, - 199-SCE, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Using identified Essential Standards in Science, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery. Strategy's Expected Result/Impact: Lesson plans Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Academic Coaches Funding Sources: - Local Funding, - 199-SCE, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Using identified Essential Standards in Social Studies, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery. Strategy's Expected Result/Impact: Lesson Plans Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Teachers, Academic Coaches and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				728
Strategy 6 Details	Reviews			
Strategy 6: Monitor student progress through Content Team Time to discuss how will teachers know if students learn Essential Standards, how teachers will respond when mastery isn't achieved, and how teachers will extend learning when mastery is met. Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists TEA Priorities: Improve low-performing schools Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Adhere to district guidelines and training for Response to Intervention by: *conducting monthly grade level meeting to review Tier 1 strategies for students and determine if additional supports are needed Strategy's Expected Result/Impact: Fewer students performing below grade level Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, SIT Team Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Conduct SIT meetings to develop Tier 2 plans of intervention for students struggling to master grade level TEKS and STAAR objectives after universal interventions have been tried Strategy's Expected Result/Impact: Fewer students performing below grade level Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, SIT Team Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Through We Learn Wednesdays, training opportunities for teachers will provide best practice tools to enhance instruction. *reading strategies for math, science, and social studies teachers * cross-curricular Lead4ward strategies Strategy's Expected Result/Impact: Increase in number of students performing on grade level and an increase of campus/district/state assessment scores Staff Responsible for Monitoring: Teachers and Campus administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
				729
Strategy 10 Details	Reviews			
Strategy 10: Provide opportunities for general education teachers, special education teachers, fine arts teachers, pe teachers, and Instructional Coaches time to collaborate on individual student needs to ensure success to all students, in all settings. Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Teachers and Campus administrators Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: LMS will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Increase in state test scores Staff Responsible for Monitoring: Principal, STEM Coordinator, STEM Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Implement the PLC At Work process campus wide. *TEKS Tuesday and Content Team Time utilizing the four questions of the PLC process *Creating exemplars of student mastery *Analyzing student work and comparing to the exemplar *Using data to determine Just In Time Intervention Strategy's Expected Result/Impact: Increase in campus/district assessments, state assessment scores Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				730
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: 100% of students in reading and math will show one year's worth of growth on STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details		Reviews			
Strategy 1: Utilize TEKS Tuesdays to collaborate in content teams to unpack the TEKS, understand the depth of TEKS and how the student expectations must be understood to teach to the mastery level expected. Strategy's Expected Result/Impact: Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide focused professional development for AVID WICOR strategies in all content areas: *Introduction to WICOR *One-Pagers, Quick writes, sentence stems, and focused note-taking *Essential questions, levels of thinking *Whip around, Stand/Talk/Sit, WICOR Buddies Collaboratively marking the text, writing in margins Strategy's Expected Result/Impact: Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores Staff Responsible for Monitoring: Principal Assistant Principal AVID Instructional Team Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June ⁷³¹
Strategy 3 Details		Reviews			
Strategy 3: Provide focused walkthroughs targeting implementation of AVID WICOR strategies and best practice tools in all classrooms, by Instructional Coaches Strategy's Expected Result/Impact: Increase in students performing on grade level and an increase in		Formative			Summative
		Nov	Jan	Mar	June

campus/district/state assessment scores Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Title I Schoolwide Elements: 2.4				
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: 100% of students in special education will show one year's worth of growth on reading and math STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches will plan with RISE reading and math teachers to unpack the TEKS, understand the depth of TEKS, connect scaffolding ideas and how the student expectations must be understood in order to plan for students in special education. Strategy's Expected Result/Impact: Increase in growth of campus/district/state assessment scores Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches RISE Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training to classroom teachers on effective ways to accommodate classroom assignments and instructional strategies Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Principal Assistant Principal Case Managers Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: 100% of EL students will show one year's worth of growth on TELPAS.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of ELPS strategies in all classrooms which follows the district 3-year plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development *academic vocabulary, brick and mortar words *7 Steps to a Language Rich Classroom Strategy's Expected Result/Impact: Increase campus/district/state assessment score Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide instruction using research based supplemental materials, consistent use of word walls with pictures and other vocabulary strategies in all classrooms to support academic language development Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - Special Programs, - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
				734
Strategy 3 Details	Reviews			
Strategy 3: Teachers will plan and deliver instruction using TELPAS rating outcomes, PLDs, and TELPAS listening and speaking rubrics Strategy's Expected Result/Impact: Increase in TELPAS rating levels Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: 100% of LMS core content teachers will be ESL certified

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam Strategy's Expected Result/Impact: Increase in TELPAS results Increase in campus/district/state assessment scores Staff Responsible for Monitoring: Classroom teachers Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 6: 100% of LMS staff will show their college accomplishments in their classrooms.

Evaluation Data Sources: 100% of staff display college accomplishments in their classrooms.

Strategy 1 Details	Reviews			
Strategy 1: Display college plaques in the classroom Strategy's Expected Result/Impact: Increase in college awareness Staff Responsible for Monitoring: Counselor, Classroom Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote higher level education by incorporating conversations during morning meeting, promotion of wearing college shirts, AVID bulletin boards Strategy's Expected Result/Impact: Increase in college awareness Staff Responsible for Monitoring: Counselor, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

736

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: School discipline referrals resulting in in-school or out-of-school suspension will be reduced by 25%.

Evaluation Data Sources: Monthly/Yearly Discipline incident reports.

Strategy 1 Details	Reviews			
Strategy 1: Provide a tiered system of code of conduct violation classifications with suggested teacher responses. Strategy's Expected Result/Impact: Increase in on-task behavior increases opportunity to learn in the classroom Increase in student performance Staff Responsible for Monitoring: SIT Committee, Behavior Coach, Classroom Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Participate and implement district-wide training and strategies in Restorative Practices *Treatment Agreements in every classroom *Planned 60 Second Relate Breaks, 90 Second Sparks, and 2 Minute Connections Strategy's Expected Result/Impact: Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Leadership Team Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				737
Strategy 3 Details	Reviews			
Strategy 3: Conduct classroom guidance lessons linked to character trait of the month Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Participate in activities that promote good choices, bully prevention, and conflict resolution, such as: Rachel's Challenge Red Ribbon Week Kelso's Choice No Place for Hate Finding Kind Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. Staff Responsible for Monitoring: Counselor CIS Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Incorporate Project Wisdom into daily messages for students Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide Weekly Character Strong lesson Strategy's Expected Result/Impact: Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance Staff Responsible for Monitoring: Counselor, Classroom teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Student attendance will meet or exceed 97%

Evaluation Data Sources: Monthly reports/End of year reports of student attendance.

Strategy 1 Details	Reviews			
Strategy 1: Provide parent education on communication tools during Meet the Teacher Night, first day packets, Parent Orientation, and teacher web pages Strategy's Expected Result/Impact: Increase in parent engagement Increase in student attendance Increase in student performance Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Office Staff, Classroom Teachers Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote parent involvement through *Title 1 Parent Meeting *Parent Orientation *Parent University sessions *Leviacon *Open House *Monthly "Upcoming Events" newsletters *Teacher Web Pages *Sunshine calls - BOY, MOY, and EOY *timely information delivered on child's assessment results Strategy's Expected Result/Impact: Increase in parent involvement Increase in student performance Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				739
Strategy 3 Details	Reviews			
Strategy 3: Promote parent involvement through parent-teacher conferences that create a compact between the school and the parent to ensure student success and there the school provides information in a language parents can understand Strategy's Expected Result/Impact: Increase in parent involvement Increase in student attendance Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers Title I Schoolwide Elements: 3.2 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Increase in parent involvement Staff Responsible for Monitoring: Principal, Terri Bruce Assistant Principal, Nancy Segura Counselor, Patrice Carhart Teacher, Christy Littleton Teacher, LaWanda Williams Parent, Larissa Alvarado Business Partner, Mary Bass Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide transition plans for students entering LMS from private schools or home school environments *incorporate buddy system for new enrollees *Public School 101 protocol Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				740
Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for Junior High counselors to discuss junior high expectations and courses available to students and parents. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Counselor, JH Counselor Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Maintain a teacher turnover rate under 5%

Evaluation Data Sources: Number of teachers retained at the end of the school year.

Strategy 1 Details		Reviews			
Strategy 1: Assist new teachers in acquiring an understanding of the district curriculum as well as lesson planning through: *introduction to grade level curriculum, scope and sequence, TEKS and STAAR objectives *in-depth look at curriculum, curriculum calendars, TEKS and STAAR objectives *discussion on differentiation teaching of GT, IEP modifications, and 504 accommodations *learning walks *peer observations Strategy's Expected Result/Impact: Increase in understanding of grade level expectations Increase in student performance Staff Responsible for Monitoring: Principal Assistant Principal, Counselor, Mentor Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Any new teacher will participate in the "Protege" program provided by the district with support from a mentor teacher located on that campus. Second year teachers still in need of a mentor will join the district's NaviGator program for additional support. Strategy's Expected Result/Impact: Teacher understanding of campus and district procedures Lower teacher turnover rate Staff Responsible for Monitoring: Director of Professional Development Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA, - Local Funding		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Offer a network of support to new teachers and mentors by: *informal meetings with principal *meeting with mentor to discuss various topics *grade level meetings *campus PLCs *district and campus professional development Strategy's Expected Result/Impact: Teacher understanding of campus and district procedures Lower teacher turnover rate Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Survey staff at mid year to determine areas of interest for summer staff development and at the end of the year to determine fall staff development Strategy's Expected Result/Impact: Staff development will be relevant to the needs of the teachers Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide staff shout-outs throughout the school year, Holiday Fun Events, and Team Bonding Experiences *birthday shout-outs *pass a smile notebook *perfect attendance shout-out *employee of the month shout out *holiday planned fun *quarterly pot luck Strategy's Expected Result/Impact: Teacher feelings of worth lower staff turnover Staff Responsible for Monitoring: Hospitality Committee of Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Through efficient and effective management of resources and operations, campus support will be maximized.

Evaluation Data Sources: Balanced budget maintained for 2020-2021 to provide the resources and personnel necessary to assist campuses as they strive to meet State and Federal standards of achievement for all students.

Strategy 1 Details	Reviews			
Strategy 1: Principal and secretary will work with the district business office to ensure all monies are appropriately spent. Strategy's Expected Result/Impact: Teachers will have appropriate resources Increase in student performance Staff Responsible for Monitoring: Principal, Secretary	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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State Compensatory

Personnel for Elva C. Lobit Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.08
Arredondo, N	Paraprofessional		.17
Jenkins, J	Paraprofessional		.17
Landolt, J.	Instructional Support		1.0
Schumann, M.	Instructional Support Paraprofessional		1.0
Vanaken, D	Instructional Support		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Schumann, L	Instructional Coach		1

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	9			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
Sub-Total					\$0.00
255-Title IIA					
					746
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	9			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	9			\$0.00

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	9			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	9			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
Sub-Total					\$0.00

No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

748

Addendums

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Student Demographics	Count	Percent
Female	<u>203</u>	42.03%
Male	<u>280</u>	57.97%
Hispanic-Latino	<u>175</u>	36.23%
American Indian - Alaskan Native	<u>2</u>	0.41%
Asian	<u>10</u>	2.07%
Black - African American	<u>125</u>	25.88%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>152</u>	31.47%
Two-or-More	<u>19</u>	3.93%

Campus Prorams	Count	Percentage
Economically Disadvantaged	<u>252</u>	52.17%
Limited English Proficient (LEP)	<u>39</u>	8.07%
Section 504	<u>40</u>	8.28%
Gifted and Talented	<u>16</u>	3.31%
Special Education (SPED)	<u>90</u>	18.63%
Title I Participation	<u>483</u>	100.00%
Homeless	<u>10</u>	2.07%

	May 2019 STAAR Mathematics, Grade 4						19-20 Grade 5 Math PSBM					
	Students	Raw Score	Percent Score	App GL	Meets	Masters	Students	Raw Score	Percent Score	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	213	24	69.40%	84.04%	60.56%	34.74%	225	20	55.74%	67.11%	29.78%	13.78%
Economic Disadvantage	100	23	66.98%	81%	57%	34%	110	19	51.39%	60%	25.45%	7.27%
American Indian/Alaskan Native	1	25	74%	100%	100%	0%	1	27	75%	100%	100%	0%
Asian	5	31	91%	100%	100%	80%	5	30	82.20%	100%	80%	60%
Black/African American	46	20	58.67%	65.22%	36.96%	21.74%	53	17	46.55%	49.06%	20.75%	3.77%
Hispanic	83	24	69.83%	90.36%	63.86%	30.12%	82	20	54.68%	67.07%	24.39%	8.54%
Two or More Races	9	25	74.67%	100%	66.67%	44.44%	10	23	64.60%	80%	40%	30%
White	69	25	73.72%	85.51%	68.12%	44.93%	74	22	60.26%	75.68%	36.49%	21.62%
Female	85	23	67.21%	83.53%	55.29%	23.53%	86	20	55.43%	67.44%	25.58%	10.47%
Male	128	24	70.86%	84.38%	64.06%	42.19%	139	20	55.94%	66.91%	32.37%	15.83%
LEP	17	25	72%	94.12%	58.82%	41.18%	19	19	53.84%	52.63%	31.58%	15.79%
Second Year of Monitoring	1	29	85%	100%	100%	100%	1	28	78%	100%	100%	0%
Special Ed Indicator	37	19	56.22%	62.16%	37.84%	16.22%	38	15	40.71%	34.21%	10.53%	2.63%

	May 2019 STAAR Reading, Grade 4						19-20 GR5 ELA PSBM					
	Total Students	Raw Score	Percent Score	App GL	Meets	Masters	Total Students	Raw Score	Percent Score	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	214	24	65.83%	78.50%	40.65%	17.29%	227	24	63.63%	63.88%	37.44%	15.86%
Economic Disadvantage	101	23	64.11%	76.24%	35.64%	15.84%	112	23	61.57%	59.82%	34.82%	13.39%
American Indian/Alaskan Native	1	24	67%	100%	0%	0%	1	31	82%	100%	100%	0%
Asian	5	26	72.80%	80%	60%	40%	5	30	80%	100%	80%	60%
Black/African American	46	21	57.26%	58.70%	23.91%	6.52%	52	22	57.69%	50%	21.15%	7.69%
Hispanic	84	23	64.62%	79.76%	35.71%	11.90%	84	23	60.45%	60.71%	32.14%	9.52%
Two or More Races	9	25	70.44%	77.78%	55.56%	33.33%	10	25	66.90%	70%	40%	10%
White	69	26	71.90%	89.86%	55.07%	27.54%	75	26	69.55%	73.33%	50.67%	26.67%
Female	85	24	67.81%	84.71%	41.18%	20%	88	25	65.19%	65.91%	35.23%	17.05%
Male	129	23	64.53%	74.42%	40.31%	15.50%	139	24	62.65%	62.59%	38.85%	15.11%
LEP	18	23	63.94%	83.33%	27.78%	5.56%	20	22	57.30%	50%	35%	20%
Special Ed Indicator	38	19	53.42%	50%	18.42%	10.53%	39	18	47.79%	30.77%	20.51%	5.13%

	Fall 2019 NWEA Growth: Math 2-5 TX 2012, Grade 5							Winter 2019 NWEA Growth: Math 2-5 TX 2012, Grade 5						
	Total Students	RIT Score	%	STAAR Projected Proficiency				Total Students	RIT Score	%	STAAR Projected Proficiency			
				Did Not Meet	App GL	Meets	Masters				Did Not Meet	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	230	210.2	48.33	20.43%	36.96%	33.48%	9.13%	236	211.7	41.3	25%	45.76%	22.03%	7.20%
Economic Disadvantage	111	207.1	42.62	27.03%	37.84%	29.73%	5.41%	119	208.46	35.76	32.77%	46.22%	18.49%	2.52%
American Indian/Alaskan Native	1	222	75	0%	0%	100%	0%	1	222	62	0%	0%	100%	0%
Asian	5	223.8	75.6	0%	20%	20%	60%	5	224.4	64.8	0%	40%	20%	40%
Black/African American	53	203.09	37.25	43.40%	22.64%	30.19%	3.77%	54	205.76	29.81	40.74%	44.44%	14.81%	0%
Hispanic	85	208.19	43.25	22.35%	45.88%	29.41%	2.35%	87	209.86	36.59	25.29%	55.17%	18.39%	1.15%
Two or More Races	10	217.5	62.8	0%	20%	60%	20%	11	216.27	49	18.18%	45.45%	18.18%	18.18%
White	76	215.39	57.68	6.58%	40.79%	36.84%	15.79%	78	216.27	51.65	16.67%	37.18%	30.77%	15.38%
Female	92	209.87	47.93	16.30%	46.74%	32.61%	4.35%	94	212.44	40.91	20.21%	55.32%	21.28%	3.19%
Male	138	210.42	48.59	23.19%	30.43%	34.06%	12.32%	142	211.21	41.56	28.17%	39.44%	22.54%	9.86%
LEP	18	207	40	33.33%	38.89%	16.67%	11.11%	20	209.75	35.3	35%	50%	5%	10%
Second Year of Monitoring	1	225	81	0%	0%	100%	0%	1	230	80	0%	0%	100%	0%
Special Ed Indicator	43	197.16	25.23	62.79%	23.26%	11.63%	2.33%	46	197.43	20.74	58.70%	34.78%	4.35%	2.17%

	Fall 2019 NWEA Growth: Reading 2-5 TX 2017, Grade 5							Winter 2019 NWEA Growth: Reading 2-5 TX 2017, Grade 5						
	Total Students	RIT Score	%	STAAR Projected Proficiency				Total Students	RIT Score	%	STAAR Projected Proficiency			
				Did Not Meet	App GL	Meets	Masters				Did Not Meet	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	232	204.41	48.69	24.57%	42.24%	21.12%	12.07%	237	205	42.6	32.91%	42.19%	16.46%	8.44%
Economic Disadvantage	113	203.27	46.83	29.20%	38.05%	21.24%	11.50%	121	203.03	40.31	35.54%	40.50%	17.36%	6.61%
American Indian/Alaskan	1	202	39	0%	100%	0%	0%	1	210	50	0%	100%	0%	0%
Asian	5	217	74	0%	20%	40%	40%	5	218.4	70.4	0%	20%	40%	40%
Black/African American	52	198.63	38.06	38.46%	40.38%	13.46%	7.69%	55	199.36	31.84	52.73%	36.36%	7.27%	3.64%
Hispanic	84	203.19	45.18	27.38%	50%	14.29%	8.33%	86	203.41	38.57	33.72%	48.84%	13.95%	3.49%
Two or More Races	10	211	61.1	10%	30%	40%	20%	11	209.64	49.27	18.18%	54.55%	18.18%	9.09%
White	80	207.85	56.26	16.25%	37.50%	30%	16.25%	79	209.09	51.7	22.78%	37.97%	24.05%	15.19%
Female	92	208.01	54.87	19.57%	39.13%	23.91%	17.39%	93	207.95	46.98	25.81%	45.16%	21.51%	7.53%
Male	140	202.04	44.62	27.86%	44.29%	19.29%	8.57%	144	203.09	39.77	37.50%	40.28%	13.19%	9.03%
LEP	17	200.24	40.06	41.18%	29.41%	23.53%	5.88%	19	200.89	34	47.37%	31.58%	15.79%	5.26%
Special Ed Indicator	45	190.33	26.07	66.67%	20%	11.11%	2.22%	45	191.76	23.04	68.89%	20%	6.67%	4.44%

	Fall 2019 NWEA Growth: Math 6+ TX 2012, Grade 6							Winter 2019 NWEA Growth: Math 6+ TX 2012, Grade 6						
	Total Students	RIT Score	%	STAAR Projected Proficiency				Total Students	RIT Score	%	STAAR Projected Proficiency			
				Did Not Meet	App GL	Meets	Masters				Did Not Meet	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	210	210.6	36.97	34.29%	41.90%	21.43%	2.38%	217	213.62	36.15	33.18%	44.24%	19.35%	3.23%
Economic Disadvantage	110	208.03	32.96	41.82%	40%	15.45%	2.73%	115	211.12	32.03	42.61%	38.26%	16.52%	2.61%
American Indian/Alaskan Native	1	225	67	0%	0%	100%	0%	1	223	52	0%	100%	0%	0%
Asian	4	197.5	25.25	75%	0%	25%	0%	5	202	20.2	80%	0%	20%	0%
Black/African American	62	206.37	29.77	43.55%	43.55%	11.29%	1.61%	61	209.36	28.64	45.90%	40.98%	9.84%	3.28%
Hispanic	75	212.64	39.71	28%	46.67%	22.67%	2.67%	80	215.1	38.46	27.50%	51.25%	18.75%	2.50%
Two or More Races	5	215	46.4	20%	40%	40%	0%	7	219	47	14.29%	42.86%	42.86%	0%
White	63	212.59	40.3	31.75%	38.10%	26.98%	3.17%	63	216.05	40.29	26.98%	41.27%	26.98%	4.76%
Female	92	213.17	41.37	23.91%	50%	25%	1.09%	96	215.51	39.09	27.08%	45.83%	25%	2.08%
Male	118	208.59	33.53	42.37%	35.59%	18.64%	3.39%	121	212.12	33.81	38.02%	42.98%	14.88%	4.13%
LEP	14	202.29	20.43	64.29%	28.57%	7.14%	0%	18	208.11	23.22	50%	44.44%	5.56%	0%
Special Ed Indicator	36	196.92	17.42	77.78%	11.11%	11.11%	0%	41	199.61	17.68	75.61%	14.63%	7.32%	2.44%

	Fall 2019 NWEA Growth: Reading 6+ TX 2017, Grade 6							Winter 2019 NWEA Growth: Reading 6+ TX 2017, Grade 6						
	Total Students	RIT Score	%	STAAR Projected Proficiency				Total Students	RIT Score	%	STAAR Projected Proficiency			
				Did Not Meet	App GL	Meets	Masters				Did Not Meet	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	204	206.59	42.99	38.24%	35.78%	17.16%	8.82%	211	206.26	38.02	45.97%	33.65%	13.74%	6.64%
Economic Disadvantage	105	204.31	39.86	43.81%	34.29%	15.24%	6.67%	110	203.1	33.13	56.36%	26.36%	9.09%	8.18%
American Indian/Alaskan Native	1	223	78	0%	0%	100%	0%	1	219	63	0%	100%	0%	0%
Asian	4	183	24.75	75%	0%	25%	0%	5	193.4	26.4	80%	0%	0%	20%
Black/African American	56	202.98	37.38	50%	25%	19.64%	5.36%	59	202.03	31.68	55.93%	27.12%	15.25%	1.69%
Hispanic	74	207.11	42.68	33.78%	47.30%	10.81%	8.11%	79	207.8	38.71	43.04%	40.51%	10.13%	6.33%
Two or More Races	6	220.17	68.67	0%	33.33%	33.33%	33.33%	6	220.17	63.17	16.67%	33.33%	16.67%	33.33%
White	63	209.14	46.51	34.92%	34.92%	19.05%	11.11%	61	207.84	41.33	40.98%	32.79%	18.03%	7.57%
Female	88	210.09	49.26	28.41%	39.77%	21.59%	10.23%	91	209.57	43.6	35.16%	39.56%	20.88%	4.40%
Male	116	203.94	38.23	45.69%	32.76%	13.79%	7.76%	120	203.75	33.78	54.17%	29.17%	8.33%	8.33%
LEP	16	194.94	22.56	56.25%	43.75%	0%	0%	18	197.22	20.67	72.22%	27.78%	0%	0%
Special Ed Indicator	38	192.5	23.39	71.05%	18.42%	10.53%	0%	41	191.56	18.34	82.93%	9.76%	4.88%	2.44%

Dickinson Independent School District

McAdams Jr. High School

2021-2022 Campus Improvement Plan



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Mission Statement

The mission of R. D. McAdams Junior High School is to ensure high levels of learning for all students every day.

Vision

Every Student....Every Day

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Comprehensive Needs Assessment

Demographics

Demographics Summary

R. D. McAdams Junior High School is one of fourteen campuses in Dickinson Independent School District. R. D. McAdams Junior High School opened its doors in 1968 and serves suburban, low-socioeconomic-status, Hispanic, White and African American families. In 2020-2021, R. D. McAdams Junior High School served 884 students in grades 7 and 8. This campus is a Title I Schoolwide Campus.

The student population is 23.9% African-American, 26.5% White, 46% Hispanic, 3.6% other, 14.5% SPED, 11.4% LEP, 61.8 At Risk, 64.8% Economically Disadvantaged, 12.8% Mobility Rate, 49.8% male, and 50.11% female. The staff population is 31.8% African-American, 42.5% Anglo, 10.4% Hispanic, .9% other, 13.5% male, and 57.8% female. The staff has an average of 10.4% years of experience. The current student/teacher ratio is 14:4.

The average daily attendance rate for students is 95.2%. The average daily attendance rate for staff is 95.1%.

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Demographics Strengths

- PD to better prepare staff for our diverse campus, including AVID, ABYDOS, Lead4ward, and Restorative Practices
- Staff is diverse
- All demographics are represented in our pre-ap classes

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Excessive absenteeism and tardies are effecting student performance **Root Cause:** Parent and student accountability

Problem Statement 2 (Prioritized): Students lack of focus on academics due to an increase in social/emotional needs **Root Cause:** Many students are facing problems that they have no strategies on how to deal with

Student Achievement

Student Achievement Summary

All staff members must continuously meet to discuss student performance and interventions to help struggling students. Student achievement data is disaggregated by demographic groups (race/ethnicity, ED, LEP, SPED, etc.), percent mastery, and student expectations. Data is also disaggregated by teacher and class period to provide teachers with additional support in lower performing classes. This support can be through model teaching, inclusion support, and individual student pull out or online programs. Our district assessments are aligned with grade level and subject specific SE's which provides teachers with the ability to see where students were successful and their areas of struggle. All core subjects offer intervention before or after school. The data indicates that our ELL, White and SPED groups are a priority and have shown minimal growth in student achievement. Our 7th grade Math meets and masters, and our reading and writing scores are also below where we need to be. Some pull -out time by the interventionist, (that is intentional and purposeful), workshops and double blocking of ELA have been put in place to help support student growth. Our interventionist and support staff will continue to target our more low performing students and students at the cuff of masters. A focus is also needed on Pre-AP students to ensure they are meeting the progress measure from year to year and meeting masters level. These students are continuing to meet standard, but are not necessarily making growth. We received four distinctions for the 2019 accountability, Our grade from TEA is a B. We will implement a daily 30 minute intervention/enrichment block for all students as another means of support. Because of COVID 19 our accountability rating will remain the same for the 2020-2021 school year.

Percentages at the State Level

ELL: 2019 -Overall -Approaches

White- Reading 87%, Math- 91%, Writing 63%, Science 94%, SS 86%

- Reading: 47%
- Writing: 42%
- Math: 76%
- 8th Science: 68 %
- 8th Social Studies: 45%
- All Tests - 57%

Hispanics - Reading 78%, Math 88%, Writing 66%, Science 87%, SS 79%

AA - Reading 70%, Math 86%, Writing 53%, Science 84%, SS 74%

ED- Reading 78%, Math 87%, Writing 62%, Science 86%, SS 77%

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SPED & EL 2019- Overall - Approaches

- Reading: 51% EL- 47%
- Writing: 31% EL- 42%
- Math - 69% EL- 76%
- Science: 73% EL-68%
- Social Studies: 63% EL-45%

Student Achievement Strengths

- Continued growth on STAAR and campus assessment
- students analyzing their own data
- students setting their own academic goals
- Annotation
- DATA meetings

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are not 100% on grade level and lag behind state averages in some areas **Root Cause:** Ineffective Tier 1 instruction and differentiation

Problem Statement 2 (Prioritized): We are getting more students with the need for more inclusion support and don't have enough staff certified to support their needs **Root Cause:** Teachers are not SPED and ESL certified

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School Culture and Climate

School Culture and Climate Summary

Both students and staff were given a survey at the beginning and end of the school year. Students and staff describe the campus climate as safe yet had some concerns about students discipline. Staff feels like not all students are receiving the same consequences for same discipline referrals. All staff and students know our vision "Enter to Learn....Leave to Achieve." and it is posted in every classroom. All staff and students know the theme: The Gator Way: Be Respectful, Responsible and Involved. Teachers and students model and receive recognition for exemplifying the Gator Way throughout the year. The staff feels that although we have raised academic expectations behavioral expectations are not high enough for all students. They wrote that although many students have problems outside of the school we have to continue to expect Gator Way behavior 100% of the time. The students talked about staff who they feel have engaging lessons and make them want to come to class. The school's referral count has gone down tremendously but expectations for behavior should remain the same from all staff and students until the last day of school. Teachers with strong classroom management have less referrals but lose faith when consequences are not appropriate to the violation. Students who are more involved in school activities and have supportive parents are usually more academically successful. The students and staff believe that they have a voice in the decision making of the school. Students would like a principal's student committee. The students and staff liked shouts outs, counseling corner, college highlights and other engaging activities done during our advisory time. This year we will continue with advisory but with more of an intentional plan on intervention for students who need it. We have implemented a school wide binder through AVID that we are in the second year of implementation. We will begin an AVID Excel for a second year for our ESL students from last year. Our book study this year is Teach Like a Pirate where we will discuss at monthly faculty meetings. We will continue to incorporate Restorative Practices while getting trained in Character Strong. We are also adding a career and exploration class for the 2020-2021 school year.

School Culture and Climate Strengths

- Caring teachers
- Families create a sense of togetherness through extra curricular activities
- School Facebook and webpage page to send out information about the great things happening at McAdams from sports, to instruction to data.
- The Gator Way - Respectful-Responsible-Involved.
- Restorative Practices will be used as the foundation upon which we will continue to create a culture of love and learning
- Incentives for students and staff
- Yearly Book Study
- AVID

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): College and career readiness is not reinforced in all aspects of a student's life **Root Cause:** Implementation of more college and career related efforts throughout the campus

Problem Statement 2 (Prioritized): Intrinsic motivation **Root Cause:** All stakeholders need to foster the idea that education is important. Lack of knowledge of college and career

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers except two were highly qualified for 2019-2020 school year. Follow-up data regarding teacher performance is provided through walk-through observation reports, D-TAS evaluations, and conferences. We are recruiting highly qualified and effective staff through human resources and job fairs. Highly effective staff members are assigned to work with the highest need students by the principal in the master schedule and through regrouping and pull-outs by the instructional specialist. The district's new teacher mentor program has been highly effective. New teachers have been supported on campus by their mentors, fellow teachers and administrators. New teachers meet weekly with their mentors and monthly with administration. Decisions about staff development are made through surveys, committee meetings and CIP committee. The staff members have attended a variety of high quality professional development, such as ABYDOS, AVID, vertical alignment, content-specific workshops, Region 4, Rice Pre-AP/AP Summer workshop, Rice-AVID College Readiness Initiative, ELPS, Lead4ward and Literacy Collaborative workshop etc. The professional development has impacted student performance enhancing instructional practices.

Staff Quality, Recruitment, and Retention Strengths

- Professional development is tailored to the interest and needs of various staff
- Teachers are eager to learn
- New teacher support
- Support for struggling teachers
- Walk- Through
- AVID, ELS/ELPs training, ABYDOS
- Lead4ward
- Collaboration

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Not all staff are ESL and SPED certified **Root Cause:** More students are entering needing services and teachers need to take the ESL and SPED exam

Problem Statement 2 (Prioritized): Teacher attendance affects student achievement **Root Cause:** Teachers feel overwhelmed and/or stressed with the demands of education

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum is clearly linked to the TEKS and other standards for student learning as evidenced by team meetings, lesson plans, assessments, walkthroughs, data and D-TAS observations. Curriculum is also revisited and updated each summer. Data is used to inform curriculum, instruction, and assessment decisions by student expectation and question/item analyses to determine weaknesses, develop specific tutorial plans, decide what to reteach, and regroup the students. Instructional strategies and activities need to be more aligned with student learning needs, and expected outcomes for achievement. There is some evidence that supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction (e.g., RtI, Instructional Interventionist and Instructional Coach support), but there needs to be more individualization. Special programs throughout campus ensure that each student is receiving instruction that meets his/her individual needs. This year students in the Special Education RISE program can receive services in the general education classroom with an inclusion teacher or in a self-contained Reading/Math class. There is evidence that assessments are aligned with clearly specified and appropriate achievement expectations. Our PreAP curriculum covers grade-level TEKS and a portion of the next grade level's curriculum. Gifted and Talented students may choose to enroll in one or more pre-AP courses and may also complete a Texas Performance Standards project each year. The district had adopted a new ELA and Pre-AP curriculum. All students are assigned to a 30 minute intervention period for 4 days a week. On Fridays we use this period for structured activities to support binder organization, college exploration, (AVID) team building, and character lessons.

Curriculum, Instruction, and Assessment Strengths

- Data-driven instruction
- Collaboration of teachers and departments
- PLC
- Professional directed professional development for admin and teachers
- Instructional Coaches
- Targeted pull out
- After school intervention
- Lesson Tuning Protocol
- Reading Interventionist/Dyslexia specialist
- RTI expectations and procedures have been created

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teacher need to do a better job of unpacking the TEKS and providing engaging activities **Root Cause:** Staff have not had enough experience with unpacking the TEKS on a regular basis and releasing the learning to students

Parent and Community Engagement

Parent and Community Engagement Summary

Families and community members are involved in school decision by serving on the campus site-based decision making committee known as the Campus Improvement Committee. The following are types of services available to support families, community members, and students to encourage healthy family relationships: Communities in Schools, school counselors, school therapist, trauncy officer and a district social worker. If families speak languages other than English, the school provides forms in their native languages and includes interpreters, when available. The following are types of services are available to support families and students in special programs: Special Education, Section 504, Behavior Coach, ABCD, Gifted/Talented and our AVID program. We have established community partnerships to support families and students such as the M.I. Lewis Foundation and Communities in Schools. We also have many extracurricular activities that support family and community involvement such as sports, band programs, Open House, ESL night etc. We also have a transition plan for students coming into McAdams to come and visit the school and meet the teachers prior to enrollment at McAdams.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

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- Community in Schools
- Social Worker, Trauncy Officer, On site therapist
- Extra-curricular events- Sports, Band, Volleyball, Soccer, Track, Tennis
- Academic clubs- AVID, Robotics,
- Newsletters sent bimonthly
- Parent weekly phone call to discuss students
- Facebook and Twitter Page
- ESL Meeting
- Open House
- Breakfast of Champions
- Home visits to welcome students and bring school supplies
- Our girls athletics adopted a highway
- Counselors did a PD on mental health
- Be the Good Chef's Table Charity

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent Engagement decreases when students enter junior high. **Root Cause:** Kids do not want parents at the school when they get older

School Context and Organization

School Context and Organization Summary

MJHS is a safe, collaborative, organized and high expectations campus that incorporates parents, students and teacher input. MJHS is supported by the district through A-team meetings, staffing, curriculum and data collaborative meetings. MJHS has opportunities for common planning, vertical/horizontal planning and addresses the needs and concerns of students. Students are given academic support along with remediation and tutorial opportunities. Teachers have the opportunity to voice concerns about school policies and procedures through the CIC, DEIC, surveys, and faculty meetings along with several committees to address the various components of the schools' context and organization. Parents and community representatives are on the CIC to foster the relationship within the school and the community. We set high expectations schoolwide for teachers and staff.

School Context and Organization Strengths

- Teacher collaborative planning
- PLCs
- School wide binder
- Instructional Support provided
- Campus Website updated weekly
- Teacher Professional Development Opportunities
- Robotics has been added as an after school opportunity
- Technology application
- Academic coaches support

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Technology

Technology Summary

At the present time, McAdams Junior High School has 18 sets of 25 chrome books and 2 computer labs with approximately 40 computers in each lab. However, not all of these computers are working properly. In addition, the library has 12 computers for student access. We also have a teacher computer and projector in every classroom, as well as document cameras in every classroom, and class sets of TI Nspire graphing calculator in all 8th grade and 7th Pre-AP classes. Our district has also purchased textbooks which have online capabilities, and our students have access to instructional software.

Although our campus is increasing the opportunities for students to use technology in the classroom and their homes, we are hampered by several factors: the need for 1:1 computers for the lack of computers in the home.

Our computer availability is hampered whenever the labs are being used for testing and remediation; this is another problem which can be lessened if we were able to acquire additional computers.

Our staff members are comfortable with basic technology, but many of our students are not proficient with the use of technology, including Microsoft Word, Excel and other important tools. An assigned district technology specialist is available to train both students and staff on many programs which we use in this school. Many teachers have also been trained on Edgenuity, but more technology training would certainly be beneficial. We have also added a Tech Apps course for 7th and 8th grade students.

Technology Strengths

- Computers and projectors in every classroom
- Document and wireless camera in every classroom
- Online textbooks
- Staff is comfortable with basic technology
- Student use of e-books
- The availability of district technology personnel to offer small group trainings on campus

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Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Lack of updated technology to offer a 1;1 environment so all students can have access **Root Cause:** Funding

Priority Problem Statements

Problem Statement 1: Excessive absenteeism and tardies are effecting student performance

Root Cause 1: Parent and student accountability

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students lack of focus on academics due to an increase in social/emotional needs

Root Cause 2: Many students are facing problems that they have no strategies on how to deal with

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are not 100% on grade level and lag behind state averages in some areas

Root Cause 3: Ineffective Tier 1 instruction and differentiation

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: We are getting more students with the need for more inclusion support and don't have enough staff certified to support their needs

Root Cause 4: Teachers are not SPED and ESL certified

Problem Statement 4 Areas: Student Achievement

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Problem Statement 5: College and career readiness is not reinforced in all aspects of a students life

Root Cause 5: Implementation of more college and career related efforts throughout the campus

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Intrinsic motivation

Root Cause 6: All stakeholders need to foster the idea that education is important. Lack of knowledge of college and career

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Not all staff are ESL and SPED certified

Root Cause 7: More students are entering needing services and teachers need to take the ESL and SPED exam

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Teacher attendance effects student achievement

Root Cause 8: Teachers feel overwhelmed and/or stressed with the demands of education

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Teacher need to do a better job of unpacking the TEKS and providing engaging activities

Root Cause 9: Staff have not had enough experience with unpacking the TEKS on a regular basis and releasing the learning to students

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Parent Engagement decreases when students enter junior high.

Root Cause 10: Kids do not want parents at the school when they get older

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Lack of updated technology to offer a 1;1 environment so all students can have access

Root Cause 11: Funding

Problem Statement 11 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

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Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: 100% of all students will show at least one year's growth in reading and writing on STAAR assessments, and the "white" student group will increase in the meets performance level to 60% as identified by TEA.

Evaluation Data Sources: STAAR Data, Texas Education Agency Identification of Schools for Improvement List

Strategy 1 Details	Reviews			
Strategy 1: Utilize Instructional Interventionists and classroom teachers to address areas of need for all students specifically for those at-risk of not meeting state standards Strategy's Expected Result/Impact: CBA's, Benchmarks, STAAR and EOC data Staff Responsible for Monitoring: Campus ADMIN Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-SCE, 211-Title IA, 6119-Professional Salaries - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teacher training in and out of district in Reading and Writing on research based instructional strategies to address first line instruction through professional development Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Teachers ADMIN Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - IDEA A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental funds for substitutes so that teachers may attend professional development and observe comparison schools in the area who are meeting/exceeding state academic standards in Reading and Writing. Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental instructional materials, technology equipment, software, hardware and access to online programs for reading and writing that will assist all students in acquiring skills which will improve performance on state, federal and local assessment. Strategy's Expected Result/Impact: Purchase orders of supplies/ materials provided. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Academic Coaches Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - Local Funding, - IDEA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize contracted services for reading, writing, or math professional development for teachers, academic coaches, and administrators on best practices to ensure student success. Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Administrators Teachers Academic Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				775
Strategy 6 Details	Reviews			
Strategy 6: ELA in 7th grade is double blocked to support new TEKS and student success. Created Reading workshop classes for 8th grade TIER 3 and a 30 minute intervention daily to give struggling students and RTI students extra support. Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Administrators Teachers Academic Coaches/Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Students will be offered Saturday Gator Camps to reteach and extend learning for Math, ELA, Science and SS. Strategy's Expected Result/Impact: Increase student scores on STAAR, better grades on report card and interim assessments. Staff Responsible for Monitoring: Teachers, AP's Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: 100% of all students will show at least one year's growth in Math on STAAR and the "white" student group will increase in the meets performance level to 60% as identified by TEA.

Evaluation Data Sources: STAAR, Texas Education Agency Identification of Schools for Improvement List

Strategy 1 Details	Reviews			
Strategy 1: Utilize Instructional Interventionist and classroom teachers to address areas of need specifically for those at-risk of not meeting state standards Strategy's Expected Result/Impact: Increase in State Test Scores for At-Risk Students Staff Responsible for Monitoring: Academic Coaches, Teachers, Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teacher training in and out of district in Math on research based instructional strategies to address first line instruction through professional development Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments Staff Responsible for Monitoring: Teachers, ADMIN Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
				777
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental funds for substitutes so that teachers may attend professional development and observe comparison schools in the area who are meeting/exceeding state academic standards in Math. Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental instructional materials, technology equipment, software, hardware and access to online programs for Math that will assist all students in acquiring skills which will improve performance on state, federal and local assessment. Strategy's Expected Result/Impact: Purchase orders of supplies/ materials provided. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Academic Coaches Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize contracted services for Math professional development for teachers, academic coaches, and administrators on math best practices to ensure student success. Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Administrators Teachers Academic Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
				778
Strategy 6 Details	Reviews			
Strategy 6: Provide additional re-charging graphing calculators Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments Staff Responsible for Monitoring: Teachers ADMIN Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Crated additional Math Lab classes (TIER 1) and intervention (TIER 2) for student who have struggled with math and not passed STAAR accountability two or more years. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: 100% of all students will show at least one year's growth in Science and Social Studies on STAAR assessment.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize Instructional Interventionist Paraprofessionals and classroom teachers to address areas of need for all students specifically those at-risk students not meeting state standards Strategy's Expected Result/Impact: Increase in State Test Scores for At-Risk Student Staff Responsible for Monitoring: Academic Coaches, Teachers, Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teacher training in and out of district in Science and Social Studies on research based instructional strategies to address first line instruction through professional development Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments Staff Responsible for Monitoring: Teachers, ADMIN Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 255-Title IIA, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				779
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental funds for substitutes so that teachers may attend professional development and observe comparison schools in the area who are meeting/exceeding state academic standards in Science and SS Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental instructional materials, technology equipment, software, hardware and access to online programs for science and social studies that will assist all students in acquiring skills which will improve performance on state, federal and local assessment. Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments and federal guidelines Staff Responsible for Monitoring: Academic Coaches Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize contracted services for science and social studies professional development for teachers, academic coaches, and administrators on best practices for science and social studies to ensure student success. Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Administrators Teachers Academic Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 255-Title IIA, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				780
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: 100% of all students at MJHS will receive a well rounded education through academic courses, elective courses, extracurricular activities, and social and emotional support.

Evaluation Data Sources: Individual Schedules, Extra Curricular Involvement

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide an after school and/or weekend tutorial program for all students specifically those at-risk students who are at risk of not meeting academic state standards. Strategy's Expected Result/Impact: Documentation of tutorials provided, student attendance, teacher lesson plans or Academic Coach support. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Teachers Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize Behavior Coach and classroom teachers to address areas of need for all students specifically those at-risk students not meeting state standards Strategy's Expected Result/Impact: Improvement of state and local assessment, decrease discipline Staff Responsible for Monitoring: Teachers, Behavior Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title IA, - 255-Title IIA, - IDEA, - 287-Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental instructional materials, technology equipment, software, hardware and access to online programs to strengthen and enrich the curriculum in arts, music and other enrichment areas for all students in order to create a well rounded educational opportunity. Strategy's Expected Result/Impact: Continued student improvement on local CBAs and state assessments and federal guidelines Staff Responsible for Monitoring: Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize contracted services for the arts, band and other enrichment courses to provide professional development for teachers, and administrators on best practices to ensure student success. Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - 287-Title IV, - 211-Title IA, - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue our membership with the AVID center and our subscription to AVID weekly. Strategy's Expected Result/Impact: Increase scores on local and state assessments, more organizational skills for students to be college ready, more students preparing for 2 and 4 year college Staff Responsible for Monitoring: Principal, AVID Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Purchase supplies for students in AVID in support of College and Career Readiness Strategy's Expected Result/Impact: Increase scores on local and state assessments, more organizational skills for students to be college ready, more students preparing for 2 and 4 year college Staff Responsible for Monitoring: Teachers, Principal, AVID Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Support WICOR strategies through school wide organizational binders for college and career readiness. Strategy's Expected Result/Impact: Increase scores on local and state assessments, more organizational skills for students to be college ready, more students preparing for 2 and 4 year college Staff Responsible for Monitoring: AVID Coordinator Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Expand the Robotics program in order to provide well-rounded educational opportunities for all students. Strategy's Expected Result/Impact: Increased student participation, increase in standardized test scores Staff Responsible for Monitoring: Principal, Dean of Instruction Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - 211-Title IA, - 287-Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide counseling groups that support social and emotional needs of students and utilize our district social worker and our Family Service Center counselor to support students socially an emotionally. Strategy's Expected Result/Impact: Increase in student attendance, increase in academics Staff Responsible for Monitoring: Campus Admin, Counselors, Social Workers, Homeless Liaison Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: 100% of students receiving special services and English Learners will show at least one year's growth on all STAAR tests and the "EL" student group will increase in the meets performance level to 40% on the Reading and Math STAAR as identified by TEA.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplemental materials to help ELL students acquire English and be successful in their core academic classes. Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Teachers, Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Double block ESL/ELA for all 7th grade students and also offer a content workshop class which supports science, Social Studies and Math areas for English Learners who are beginners or intermediate on TELPAS. Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increased TELPAS scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments Staff Responsible for Monitoring: Teachers Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				784
Strategy 3 Details	Reviews			
Strategy 3: Paraprofessionals will be utilized in all core areas to target support for all students, specifically English Language Learners. Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increase TELPAS levels. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Offer various levels of support for special education students that are adjusted based on student needs. Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - IDEA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase supplies and materials for the students and staff in special population areas to support growth and mastery level for STAAR. Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 263-Title IIIA, - Local Funding, - IDEA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide computers in the ESL and special education classroom in order to support growth and development (Fast Forward, etc.) Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Increase TELPAS levels. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments Staff Responsible for Monitoring: Teacher Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide teacher training in and out of district in ELL and SPED on research based instructional strategies to address first line instruction through professional development and social and emotional learning. Strategy's Expected Result/Impact: Increase student achievement on STAAR and Common assessments. Improve social and emotional learning Staff Responsible for Monitoring: Teachers ADMIN Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 263-Title IIIA, - IDEA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Implement AVID Excel focusing on language acquisition skills. Strategy's Expected Result/Impact: Increase in students exiting for the EL Program Staff Responsible for Monitoring: AVID District Director, Principal, Dean of Instruction, Bilingual Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - 263-Title IIIA, - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Purchase Rosetta Stone for Instructional use in the EL classrooms Strategy's Expected Result/Impact: Increase in TELPAS scores in reading, writing, listening, and speaking domains Staff Responsible for Monitoring: Campus Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Decrease discipline incidents by 10%

Evaluation Data Sources: 100% of all staff receiving training in the district/campus behavior and safety initiative.

Strategy 1 Details	Reviews			
Strategy 1: Provide in and out of district training and support for counselors, administrative team, and teachers that focus on restorative practices, prevention of suicide, identification of abuse, and bullying prevention. Strategy's Expected Result/Impact: Documented trainings provided for staff in eCourse, outside professional development trainings for counselors and staff, and campus -based prevention assemblies/presenters for faculty and students. Staff Responsible for Monitoring: Counselors, Behavioral Staff, Assistant Principal, Principal Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide support and training for effective classroom management for all staff Strategy's Expected Result/Impact: Reduction in referrals Improvement in teacher/student/ parent relationships Improved testing score Staff Responsible for Monitoring: Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
				787
Strategy 3 Details	Reviews			
Strategy 3: Extend incentive opportunities for students in order to increase positive behavior and attendance Strategy's Expected Result/Impact: Teacher Retention Reduction in referrals Improvement in teacher/student/ parent relationships Improved testing scores Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize campus-based programs to provide personnel to work with students to reduce drop-out rate (Communities in Schools, Truancy Personnel)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Review and improve strategies for tracking students (leavers) who have withdrawn from school	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Create an attendance committee that focuses on students with chronic absenteeism.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Increase parent and community engagement from 20 to 30 events in order to provide greater opportunities for parents to be actively involved in reaching our campus goals.

Evaluation Data Sources: Sign In sheets,Partnerships

Strategy 1 Details	Reviews			
Strategy 1: Use social media in addition to the campus web page to increase communication about activities on campus with parents and community members. Strategy's Expected Result/Impact: Weekly status from Facebook on the number of "Likes" and the number people talking about our page. Staff Responsible for Monitoring: Dir. of Communications Mcdougald	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Funds will be used to provide snacks and support materials for parents at parent trainings/meetings, throughout the school year. Strategy's Expected Result/Impact: Documented training and sign in sheets. Positive parent surveys completed throughout the year. Staff Responsible for Monitoring: Principal Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				789
Strategy 3 Details	Reviews			
Strategy 3: The campus Parent and Family Engagement Policy will be available in both English and Spanish and posted in the Student Handbook and also available at the campus and district buildings. The campus needs assessment and campus improvement plan can also be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Dates of distribution of materials to parents. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1 Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Seek and recruit teacher, parent and community /business input in decision-making regarding review and approval of campus improvement plans Strategy's Expected Result/Impact: Parent and community input during CIP meetings as documented by notes and sign-in sheets. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide various performances and showcases for student work and achievement that encourage parent to visit the school and participate in school events Strategy's Expected Result/Impact: Sign-in sheets of attendance, results of surveys distributed to parents. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for parents of students moving to MJHS and those of students moving to DHS at the end of the school year to meet with counselors and administrative staff in order to provide a successful transition of students from one campus to another. Strategy's Expected Result/Impact: Flyers, sign-in sheets of attendance at meetings. Successful registration and transition of students. Results of parent surveys. Staff Responsible for Monitoring: Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide homeless students and/or foster students and their families with information and support, school materials, school clothing, and transportation necessary for the students to attend school on a daily basis to be able to meet state standards on assessments. Strategy's Expected Result/Impact: Documentation of identification of homeless students during registration and contact with counselor/social worker. Documentation of services provided to student. Student attendance and success in academics. Staff Responsible for Monitoring: District Social Workers, Campus Administrators, Campus Counselors Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				790
Strategy 8 Details	Reviews			
Strategy 8: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: community and parent awareness and engagement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Increase attendance of staff from 95% to 97% through increased professional development and support.

Evaluation Data Sources: AESOP, PD certificates

Strategy 1 Details	Reviews			
Strategy 1: Provide new teachers with support through protege training and school support through academic coaches and admin. Strategy's Expected Result/Impact: Documentation of meetings discussing faculty handbook and procedures. Sign-in sheets and agendas from monthly meetings. Staff Responsible for Monitoring: Teachers, Mentors Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assign campus mentors to new teachers in order to support their growth and development in their teaching craft and become accustomed to the Gator Way at MJHS. Strategy's Expected Result/Impact: Lesson plans showing TEKS, verbs, and lessons being taught. Deconstruction planning sheets. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
				791
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for new teachers to observe master teachers, utilizing instructional coaches and substitutes (if necessary). Strategy's Expected Result/Impact: Observation logs. Written collaborative reflections by new teachers and mentors. Staff Responsible for Monitoring: Mentor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities, such as "Restorative Practice and Safety Committee", which allows for teacher leaders to collaborate with the administrative team in order to build teacher-leader capacity and present research based training's to staff. Strategy's Expected Result/Impact: Certificates of trainings, sign-in sheets. Retention of administrators. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 287-Title IV, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide sustained support for all staff on campus through professional development, in and out of district campus training, book studies, data and discipline training's that will support professional growth as instructional leaders. Strategy's Expected Result/Impact: Sign-in sheets, agendas of trainings/meetings. Retention of campus administrators. Staff Responsible for Monitoring: Administration Academic Support Teams Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide all teachers with instructional frameworks through Lead4ward, Curriculum Specialist and Instructional Coach in order to ensure that there is consistent instructional alignment with state standards. Strategy's Expected Result/Impact: Lesson plans aligned with the TEKS and district scope and sequence. Documented observations of student success with the appropriate student expectation. Staff Responsible for Monitoring: Administrators Academic Coaches Curriculum Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Administrators and counselors will attend professional development sessions in and outside of the district to stay up to date on the latest trends/knowledge in education. Counselors and ADMIN (as needed) will attend conferences hosted by the Texas Counseling Association and other organizations which reflect the diversity of interest, practice, social and emotional, and talent in their profession. (for example: The Annual Professional Growth Conference). Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: ADMIN Counseling Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 287-Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Train and retain classroom teachers to become ESL certified and SPED certified Strategy's Expected Result/Impact: Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. Staff Responsible for Monitoring: Teachers ADMIN Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				793
Strategy 9 Details	Reviews			
Strategy 9: Provide staff with incentives such as jeans coupons, attendance certificates, tangible treats etc. that will help support teacher morale.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: 100% of students and teachers will effectively utilize technology in and out of the classroom setting in order to prepare students to be Career and College ready

Evaluation Data Sources: Technology Data, Lesson Plans, Walks

Strategy 1 Details	Reviews			
Strategy 1: Maintain inventory for all available instructional technology on campus. Strategy's Expected Result/Impact: Inventory sheets. Staff Responsible for Monitoring: Librarian, AP Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Repair/replace/upgrade outdated instructional technology to enhance instruction for all students. Strategy's Expected Result/Impact: Evidence of increased student success on classroom assessments, district CBAs, and state assessments. Evidence of increased student engagement on walkthrough observation reports. Staff Responsible for Monitoring: Technology Specialist Librarian Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				794
Strategy 3 Details	Reviews			
Strategy 3: Promote the continued use of technology to communicate with parents and community through campus web page and social media. Strategy's Expected Result/Impact: Completion of parent survey at the end of the school year on communication conducted by the District Communication office and school web page using counter system. Staff Responsible for Monitoring: Mcdougald	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide training to all teachers, administrators, and staff on the effective use of available instructional technology and applications. Strategy's Expected Result/Impact: Sign-in sheets, agenda, and training materials. Evidence of implementation on walkthrough observation reports. Staff Responsible for Monitoring: Technology Specialist Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Purchase additional technology in order to increase availability at school and home.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for McAdams Jr. High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.08
Arrendondo, N	Paraprofessional		.16
Cephas, A.	Instructional Support		.17
Helle, C.	Instructional Support Paraprofessional		1.0
Hyams, I	Instructional Support		017
Jenkins, J	Paraprofessional		.16
Johnson, M	Instructional Support		.17
Mayes, J	Instructional Support		1.0
McGinty-Grimes	Instructional Support		.17
Rachel, R	Instructional Support		.33
Sellers, K	Instructional Support		796.17
Tottenham, T	Instructional Support Paraprofessional		1.0
Watson, B	Instructional Support		1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arthur, M	Intervention Coach		1

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	211-Title IA, 6119-Professional Salaries		\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	6			\$0.00

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	7			\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	7			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
Sub-Total					\$0.00 ⁷⁹⁹
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00

255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6			\$0.00
1	4	9			\$0.00
1	5	8			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00 ⁸⁰⁰
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	3	3			\$0.00
1	4	4			\$0.00
1	5	5			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00

IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	4	2			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	7			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
Sub-Total					\$0.00
IDEA A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00

287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
1	4	4			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
4	1	4			\$0.00
4	1	7			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

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Addendums

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AVID School-wide College Readiness Goals

1. 2020-2021

I. Instruction

Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal setting/Monitoring and Rigor For All

- A. Implement Focused Note -taking process in all classrooms school wide.
- B. Implement a system to ensure goal setting, monitoring of goals, language scripts, Costa's levels of higher order thinking, questioning, and organization of resources via school wide use of binders.
- C. Implement WICOR strategies in all classrooms school wide.

II. Systems

Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis

- A. Develop and Implement a comprehensive recruiting and retention plan to include AVID Tutors, AVID Students, AVID Elective Teachers and AVID Site Team Members.
- B. The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan campus wide.. I.e WICOR, Binders, AVID monthly checklist.
- C. Develop and Implement a strategic plan using school data for the ongoing provision of AVID-Specific Professional Development in collaboration with the AVID Site Team.
- D. Campus will implement an AVID excel program to establish strategies to help strengthen language comprehension, and close achievement gaps in English as a second language population.

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

III. Leadership

Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.

- A. Develop carefully aligned and integrated strategic plans for AVID Site Team, Campus Improvement, District Improvement and AVID District Site Team.
- B. Plan for comprehensive monitoring to ensure implementation of AVID district and campus plans with quarterly progress checkpoints with all stakeholders.

IV. Culture

Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment

- A. Develop and implement campus-wide expectations for rigor within all lessons school wide using best practices and collaborative team planning.
- B. Campus wide incentive to wear college/ and or Military shirts every Monday to promote college and career.
- C. Teachers will display their college both virtually and in the classroom to promote college and career.

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Site Team Members: Laura Strait-Biley, Rachelle Joseph-Beaufineaux, Stacey Hughes, Jaime Williams, Kim McDougald, Meredith Arthur, Yajaira Garcia, Maria Figarelli, Andre Little, Michelle Howard, Brittanae Smith, Albert Cephas, Maxine Guidry, TeRhonda Morgan, Joakima Mayes, Tara Jones-Wright, Kristen Sellers

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

I. INSTRUCTION							
Promotes WICOR Strategies, 21 st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All							
GOAL	A. Implement Focused Note -taking process in all classrooms school wide.						
		Progress					
	Actions					Responsible	Evidence
	1) Teachers will provide time to take and utilize focused notes taking at least once a week.						
	2) Teachers will actively participate in professional development throughout the academic year to help promote, model, and utilize notes in core courses of instruction via MJHS AVID academic google library.						806
	3) Teachers will provide time to summarize or synthesize notes.						

Progress Measures: (○) Not Started; (◐) In Progress; (◑) Good Progress; (◒) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

I. INSTRUCTION								
Promotes WICOR Strategies, 21 st Century Skills, Student Leadership Skills, Goal setting/Monitoring And Rigor For All								
GOAL	B. Implement a system to ensure goal setting, monitoring of goals, language scripts, Costa's levels of higher order thinking, questioning, and organization of resources via school wide use of binders.							
		Progress						
	Actions					Responsible	Evidence	
	1) School wide prerequisite for all students to have a 2-inch binder, with dividers and notebook paper, to organize students' work.							
	2) School wide requirement to utilize advisory "Gator Way" period to complete weekly binder checks for organization and strategic implementation.						807	
	3) Students will create specific academic and personal goal(s) with a measurable action plan every progress report period.							
	4) School calendars will be provided for binders in efforts to track important due dates and school events.							
	5) Students will be given academic resources for their school wide required binder:i.e language scripts, Costa level questioning, and language-rich stems							

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

II. INSTRUCTION								
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal setting/Monitoring And Rigor For All</i>								
GOAL	C. Implement WICOR strategies in all classrooms school wide.							
		Progress						
	Actions					Responsible	Evidence	
	1) Teachers will have WICOR posters advertised in both virtual and physical classrooms.							
	2) Teachers will require students to complete a weekly WICOR tracker to reflect and retain the week's instruction.							
	3) Teachers will provide a print-rich environment (exemplars, strategic word walls, learning activity guidelines, content based posters, etc.)							

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Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

III. SYSTEMS							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
GOAL	A. Develop and Implement a comprehensive recruiting and retention plan to include AVID Tutors, AVID Students, AVID Elective Teachers and AVID Site Team Members.						
		Progress					
	Actions					Responsible	Evidence
	1) AVID tutors are recruited, interviewed, and attended training for retention of highly qualified personnel.						
	2) AVID tutors work with AVID teachers to develop and reflect on the tutoring process to meet the needs of AVID students.						809
	3) AVID students are recruited and interviewed for acceptance into the AVID program.						
	4) MJHS will nominate core teachers, elective teachers, and administration to serve as the AVID site team to implement AVID strategies school-wide.						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

II. SYSTEMS							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
GOAL	B. The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan campus wide.. I.e WICOR, Binders, AVID monthly checklist						
		Progress					
	Actions					Responsible	Evidence
	1) The AVID site team will meet on the last Monday of each month to evaluate, discuss, and collaborate on the monthly checklist.						
	2) AVID site team members will model, discuss, and upload WICOR strategies as examples.						
	3) AVID site team will establish yearly goals for campus wide implementation.						

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Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

IV. SYSTEMS							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
GOAL	C. Develop and Implement a strategic plan using school data for the ongoing provision of AVID-Specific Professional Development in collaboration with the AVID Site Team.						
		Progress					
	Actions					Responsible	Evidence
	1) AVID site team will use AVID Google library to provide professional development of WICOR strategies.						
	2) AVID site team members will participate in AVID summer institute in efforts of implementation at AVID strategies at their home campus.						811
	3) AVID site team members will serve as an ambassador in their PLC (Professional Learning Communities)and collect examples for CCI artifacts.						

Progress Measures: (○) Not Started; (◐) In Progress; (◑) Good Progress; (◓) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

V. SYSTEMS							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
GOAL	D. Campus will implement an AVID excel program to establish strategies to help strengthen language comprehension, and close achievement gaps in English as a second language population.						
		Progress					
	Actions					Responsible	Evidence
	1) Use of academic language scripts daily for language acquisition.						
	2) Use AVID excel digital planning guide to create lessons.						812

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

VI. LEADERSHIP							
Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.							
GOAL	A. Develop carefully aligned and integrated strategic plans for AVID Site Team, Campus Improvement, District Improvement and AVID District Site Team.						
		Progress					
	Actions					Responsible	Evidence
	1) The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan. i.e. WICOR, Binders, etc.						
	2) A member of the AVID Site team will serve on Campus Improvement site team.						
	3) Gator Way advisory will be used to systematically push out WICOR/ AVID Strategies campus wide.						

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Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

III. LEADERSHIP							
Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.							
GOAL	B. Plan for comprehensive monitoring to ensure implementation of AVID district and campus plans with quarterly progress check-points with all stakeholders.						
		Progress					
	Actions					Responsible	Evidence
	1) The AVID site team will utilize CCI to measure and plan.						
	2) The AVID site team will use the 2020-2021 strategic plan to monitor implementation quarterly.						

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Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

CULTURE							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
GOAL	A. Develop and implement campus-wide expectations for rigor within all lessons school wide using best practices and collaborative team planning.						
		Progress					
	Actions					Responsible	Evidence
	1) Teacher will document use WICOR strategies via lesson plans						
	2) AVID strategies will be discussed in team/ content planning communities.						815

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

CULTURE							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
GOAL	B. Campus wide incentive to wear college/and or Military shirts every Monday to promote college and career.						
		Progress					
	Actions					Responsible	Evidence
	1) Teachers will promote college/career incentives for staff and students.						
	2) Campus will support College Readiness environment by displaying college and career in the hallways or bulletin boards.						816

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD

Campus: MJHS

Date: 2020-21

CULTURE							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
GOAL	c. Teachers will display their college both virtually and in the classroom to promote college and career.						
		Progress					
	Actions					Responsible	Evidence
	1) Teachers will display college memorabilia (i.e banners, pennants, posters)						
	2) Teachers will have a college poster promoting their colleges of record.						
	3)						
	4)						
	5)						
	6)						

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Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

Dickinson Independent School District
Dickinson High School
2021-2022 Campus Improvement Plan



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Mission Statement

The mission of Dickinson High School is to empower our students with the skills and knowledge to become accomplished, self-directed, and collaborative citizens who contribute excellence to our complex and ever-changing world.

Vision

Dickinson High School will foster a collaborative atmosphere that promotes personalization, expects excellence from all stakeholders, and provides unlimited opportunities for all students to achieve success in 21st century learning and career endeavors.

Value Statement

We believe that...

A Supreme Being exists and that everyone has the right to make religious and/or spiritual choices,

Every person has purpose, worth, and dignity,

Individual potential is unlimited,

Family dynamics has a profound influence on who we become,

Connecting with others is essential to a quality life,

Learning is instinctive, lifelong and unique to each individual,

Diversity adds to the quality of one's life,

Physical and emotional safety are critical to an effective learning environment,

Communication is pervasive, ever-present, and multidimensional,

Change is natural and continuous,

Every person is responsible and accountable in all aspects of life for the choices he or she makes.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dickinson High School is the only high school campus in Dickinson Independent School District. DHS serves predominantly low and middle income families. DHS serves 3462 students in grades 9 to 12. This campus is a Title I Schoolwide Campus.

The student population is 19.79% African-American, 25.79% White, 2.05 % Asian, 49.51% Hispanic, 2.42% Two or More Races with 2184 or 63.89% of our students identified as Economically Disadvantaged. Dickinson HS serves 305 (8.99%) English Language Learners; 454 (13.38%) students who receive Special Education services; 177 (5.22%) are identified as Gifted/Talented students. 129 or 3.96% of our students are identified as Dyslexic and 245 of our Dickinson HS students receive accommodations as 504 students.

The staff population is 12.8 % African-American, 72% Anglo, 1.0% Asian, 13.24% Hispanic, 36% male and 63% female. 4.6% of our DHS teachers are beginning teachers; 27.8% have 1-5 years experience; 22.6% hve 6-10 years experience; 30.3% have 11-20 years experience, and 14.7% have 20+ years of experience. DHS has a 86.60% staff retention rate. The current teacher/student ratio is approximately 15.8 to one. This ratio is consistent with the previous school year.

The overall mobility rate for the campus is approximately 18.66% which represents a 4% increase over 2019-2020. Our preliminary 4 year graduation rate for the Class of 2021 is 92.2%. The average daily attendance rate for students during the 2020-2021 school year is 90.03% which represents a significant decrease from 95.67% in the 2019-2020 school year. This drop in student attendance is attributed to the COVID-19 pandemic.

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Demographics Strengths

Dickinson High School is a Title I school that serves a diverse student population. Our students work well together consistently demonstrating their appreciation of and respect for individual differences. Our teachers are caring individuals who demonstrate respect, courtesy, and appreciation for our diverse student and parent population. Our parents and community members support our school by joining and actively participating in parent booster club organizations and the Parent-Teacher Organization (PTO). Our parents regularly attend our fall Open House/Parent University and our Spring Parent Symposium. DHS parents and community members attend both athletic and fine arts events in large numbers. Parent meetings and parent/teacher conferences are well attended by our parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student school attendance is a major concern. **Root Cause:** COVID-19 significantly contributed to our decrease in school attendance by both students and staff. This is an area that we will concentrate on this school year.

Problem Statement 2: We need to hire and retain more African American, Hispanic, and male teachers. **Root Cause:** Teacher shortages in all areas of instruction significantly

impacted our hiring practices in the past few years.

Student Achievement

Student Achievement Summary

Dickinson High School serves a diverse student population with a variety of needs which are addressed through many academic and extra-curricular programs, interventions, and supports. DHS provides many opportunities for students to receive additional support and tutoring during, before and after school open tutorial sessions and through the Lighted Windows Open Doors (LWOD) program held two times a week from 3:00 to 6:00 PM. All teachers are required to provide 90 minutes of tutorial services each week. Teachers' tutorial schedules are: (1) included in their class syllabus sent home the first week of school, (2) posted on their individual DHS website pages, (3) posted in their classrooms, and (4) posted on our DHS campus website. In addition to after-school tutorials, DHS has a 40 minute intervention period built into the regular school day.

In order to support students' achievement and growth among the diverse student populations at DHS, teachers must implement teaching strategies that meet the needs of a very diverse student population. We have a growing ESL, economically disadvantaged, African American, and Hispanic student body. Engaging instructional strategies coupled with bell to bell instruction are essential to student achievement. In addition, highly structured and predictable classroom procedures along with safe and civil hallways and common gathering areas are critical to the learning and the social needs of our students. DHS teachers need ongoing training to address student's individual needs including timely interventions, appropriate modifications and accommodations, and differentiated instruction in the regular classroom. In addition, on-going training in the delivery of research-based instructional strategies such as TALK/READ/TALK/WRITE and the 7 Steps to a Language Rich Classroom will continue. An emphasis must be placed on the development of literacy skills in all classes including expository reading and writing. Formative assessments must be administered more frequently in order to monitor student achievement and to inform instructional decisions. Teachers need additional training in the effective and efficient analysis of data and they need protocols for using data to inform their instructional decisions. The Electronic DATA Wall has been introduced and implemented at DHS in an effort to support the timely analysis of student achievement data and will be continued in 2021-2022. In addition to a 3 week ABYDOS Writing Institute, 65 of our DHS teachers and staff attended the Solution Tree Professional Learning Communities Institute in June 2021. We look forward to the upcoming year where all teachers will have an account with the Solution Tree Global PD package and our learning initiated at the PLC conference will be on-going. We have identified a Guiding Coalition to support the implementation of the PLC model across the campus. We have a group of 10 teachers and administrators who are part of a five year Region IV Grant for integrating the Universal Design for Learning (UDL) model into our instructional program. Our targeted area for improvement in 2021-2022 will focus on becoming a Professional Learning Community, learning more about UDL and how it fits into our instructional program, RtI coupled with frequent Common Formative Assessments and "just in time" remediation, and acceleration for those students who failed to meet the state standard on the 2021 STAAR/EOC.

A school-wide emphasis will continue to be placed on ensuring that all Dickinson High School graduates are college/workplace ready and possess the "soft skills" college admissions officers and employers are looking for including, but not limited to, well-developed skills in time management, organization, effective communication, collaboration/teamwork, problem-solving, and leadership. This will also include training in language registers and academic/professional and collaborative discussion skills. A heavy focus will be placed on the use of AVID strategies in all classrooms including the use of the three ring binder for organizational purposes. We are teaching language registers to help students learn how to appropriately interact with others in various professional and casual situations, and we have dedicated time each day to the development of character traits using the CharacterStrong curriculum.

Student Achievement Strengths

Algebra I	Scale Score	Number of Students	%Approches	%Meets	%Masters
State	3933		72	41	23
Region IV	3975		73	43	26
DHS	3741	619	70	25	5

Algebra I	Scale Score	Number of Students	%Approches	%Meets	%Masters
Hispanic		323	72	26	6
AA		141	70	27	3
White		132	64	27	7
EcoDis		434	70	26	5
LEP		84	61	15	5
SpEd		94	40	15	4

Spring 2021 STAAR EOC, Algebra I

English I	Scale Score	Number of Students	%Approaches	%Meets	%Masters
State	4003		66	50	12
Region IV	4021		66	51	14
DHS	3961	922	63	46	9
Hispanic		465	62	43	8
AA		191	57	38	4
White		228	71	57	16
EcoDis		600	58	40	6
LEP		95	20	5	0
SpEd		103	17	9	0

Spring 2021 STAAR EOC, English I

English II	Scale Score	Number of Students	%Approaches	%Meets	%Masters
State	4080		70	57	11
Region IV	4098		71	58	12
DHS	4050	771	72	56	7
Hispanic		374	69	53	5
AA		152	64	48	7
White		211	81	65	9
EcoDis		515	67	49	4
LEP		78	29	9	0
SpEd		84	24	13	0

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Spring 2021 STAAR EOC, English II

Biology	Scale Score	Number of Students	%Approaches	%Meets	%Masters
State	4116		81	54	22
Region IV	4174		81	57	26
DHS	4096	792	83	52	21
Hispanic		411	81	50	18
AA		164	82	47	15
White		183	85	60	32
EcoDis		533	81	47	17
LEP		92	58	13	3
SpEd		96	57	22	5

2021 STAAR EOC, Biology

US History	Scale Score	Number of Students	%Approaches	%Meets	%Masters
State	4301		88	69	43
Region IV	4340		88	70	46
DHS	4399	679	90	76	50
Hispanic		332	89	73	45
AA		131	84	65	40
White		177	95	86	62
EcoDis		256	94	87	64
LEP		2	-	-	-
SpEd		2	-	-	-

2021 STAAR EOC, US History

This is the most recent data for state accountability. No State rating due to COVID.

Dickinson High School Advanced Placement Program.

	2017	2018	2019	2020	2021
Number of Exams	370	419	442	460	495

825

	2017	2018	2019	2020	2021
AP Students with Scores 3+	109	120	116	185	203
% of Scores 3+	52	45	42	40	41

Dickinson High School Dual Credit Program. In cooperation with College of the Mainland, 231 DHS students took 1409 semester course hours and passed 100% of them during the 2020-2021 school year. We have partnered with the University of Texas offering College Algebra, Calculus and a science class for UT college and high school dual credit. The program allows students the opportunity to gain college credit and high school credit within a platform that closely mirrors the UT college experience. All instruction is delivered on-line with the oversight and support of a DHS faculty member. Thirty members of the graduating class of 2021 graduated with 60+ college hours and an Associates Degree. \$3.2 million in college scholarships were earned by DHS graduating seniors.

Dickinson High School Career and Technology Program. A total of 2466 students were enrolled in CTE courses for the 2020-2021 school year.

Dickinson High School Graduation, Class of 2021. A total of 804 DHS seniors graduated with the Class of 2021.

ACT Scores.

SAT Scores.

826

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Attendance irregularities and interrupted instruction due to Covid are on-going concerns. **Root Cause:** The CDC and TEA requirements based on the potential spread of COVID 19 are felt internationally and have a direct impact on education.

Problem Statement 2 (Prioritized): Our STAAR EOC scale scores continue to fall below the State and Region IV average though we are closing the gap. **Root Cause:** Our students enter high school with below grade level reading/writing (Literacy) skills.

Problem Statement 3 (Prioritized): Despite progress, DHS continues to lag behind the State and Region IV in Mastery level performance on STAAR on all tests except US History. **Root Cause:** Focus is on Approaches (passing) rather than Mastery for all students.

Problem Statement 4 (Prioritized): Our White, Asian, ELL, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading. **Root Cause:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our Collaborative Planning Teams.

Problem Statement 5 (Prioritized): Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics. **Root Cause:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for Collaborative Planning Teams.

Problem Statement 6 (Prioritized): We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT. **Root Cause:** The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access. We must establish an expectation and school culture that clearly communicates that ALL AP students take the AP exam.

Problem Statement 7 (Prioritized): While we have in place college readiness via programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, the College Go Center, and other programming, we continue to look for ways to expand the reach and success of these programs. **Root Cause:** A college going and career-ready culture has not been established building-wide. Many students do not see themselves as college-going and therefore limit their goals and aspirations. Parent, community, faculty and staff attitudes must be post-high school college/career focused so that students embrace the vision for themselves.

School Culture and Climate

School Culture and Climate Summary

Dickinson High School provides students with many opportunities to participate in extra-curricular activities and to explore college and career readiness to achieve goals beyond high school graduation. DHS has addressed many systems issues to target excessive student tardies, student absences, and student discipline. Student tardies have improved as a result of these efforts including tardy sweeps, but along with attendance will continue to be a focus for the 2021-22 school year.

DHS will focus our efforts to ensure that teachers feel respected and valued in their work. All teachers must feel supported in the classroom, and they must receive timely and effective feedback regarding instruction. Access to quality instructional materials and regular administrative support is essential to building a positive school culture.

DHS will continue the foundational work originated with the Safe and Civil Schools initiative while adding supports through Restorative Practices, CharacterStrong and on-going campus-wide professional development utilizing the Global PD materials. CharacterStrong will be implemented across the campus with special emphasis placed on activities that reinforce the character building lessons. We will continue implementing Restorative Practices and the value of building relationships with students and professional peers.

DHS helped to make our school is safer by hiring two Security Monitors--one inside and one outside--to monitor student traffic and to ensure that visitors follow established protocols for entering our school. Our Instructional Leadership Team will serve as our Campus Security Team making recommendations to administration throughout the year when safety and security concerns arise. Exterior doors will be locked and additional fencing was erected to provide security to the patio/backside of the school. Faculty, staff and students will be trained in the ALLERT protocols as well as other safety measures. DHS will utilize Social Sentinel and Gaggles to monitor student internet accounts and social media for threats and other inappropriate behaviors that negatively impact our school. The Family Service Center Mental Health Counselor, our DHS Counselors, and our Communities in Schools Liaisons will monitor student needs and address mental health, physical/emotional, and family issues as they arise. Students also have access to the P3 app to report concerns anonymously.

DHS will also focus on building positive, productive relationships with students, parents, and our community through various outreach efforts including parent conferences, 828RD and 504 meetings, Parent University and Open House, Booster Clubs, PTO, the DHS website and Facebook Page, regular Robo Callouts and Emails, and monthly postings of The High School Years.

School Culture and Climate Strengths

- DHS Counselors meet regularly with students in both one-on-one settings and in group settings to explore course sequence options, high school graduation plans, CTE course offerings, PreAP/AP course offerings, dual credit opportunities and career exploration options.
- College & Career Center promotes college and career readiness for all grades through facilitation of career inventories, scholarship opportunities, resume building workshops, college visits and job boards.
- The DHS master schedule provides an opportunity for collaboration through shared planning time in content areas; team leaders facilitate meetings, planning, and instructional collaboration during weekly PLC meetings.
- The campus-wide AVID program is building College Readiness through classroom instruction, college field trips, college tutors, and use of AVID instructional strategies in all core courses.
- DHS student participation in extracurricular activities continues to grow each year. Enrollment and active participation continues to grow in band, theatre, choir, robotics, History Fair, Science Fair, and all athletic and fine arts programs.

- The Dickinson High School CTE program has experienced a significant increase in student enrollment in recent years. In addition, community, business, and industry support have increased with interest demonstrated and significant monetary and equipment contributions made to various programs. The CTE program is adding four new staff members and high-demand courses for the 21-22 year.
- The Dickinson community is very supportive of the efforts on our campus. Community sponsors for programs and initiatives are easily found.
- DHS will continue using CharacterStrong lessons with all students and teachers as a basis for improving culture and climate for all stakeholders.

The new 9th grade center will allow for special focus and attention to be given to this critical transitional year for students.

Significant signage is hung throughout the DHS campus including large banners in the entry mall, down all hallways, and in all classrooms. The emphasis of the signage include the motto, "On Time, On Task, & On a Mission", behavior expectations, and use of appropriate language.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): We continue to grow and develop the CTE offerings to increase access to greater numbers of students and based on student interest and the future job market though we have had to turn away students in welding and engineering this year. **Root Cause:** Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.

Problem Statement 2 (Prioritized): We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. **Root Cause:** Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day provides more opportunities for students to access these programs. However, COVID restrictions may eliminate the possibility of CHOMP Time/ Smart Lunch so those time constraints would remain.

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Problem Statement 3 (Prioritized): The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff. **Root Cause:** Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.

Problem Statement 4 (Prioritized): Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement.. **Root Cause:** Campus needs access to valid survey data from all stakeholders.

Problem Statement 5: Attendance irregularities and interrupted instruction due to Covid are on-going concerns. **Root Cause:** The CDC and TEA requirements based on the potential spread of COVID 19 are felt internationally and have a direct impact on education.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dickinson High School strives to recruit, hire, and retain highly-qualified teachers. New teachers are provided with support through assigned mentor teachers and content buddies who have been identified as teacher leaders. Common planning in the core areas allows department members to plan, debrief, support, and work together to provide quality instruction to all students. Our Dean of Instruction is responsible for coordinating monthly meetings with new teachers to debrief, troubleshoot, and provide academic and logistical support. The inservice emphasis before school for the 2021-2022 school year will continue to focus on Lead4Ward, AVID, Professional Learning Communities, Emotional Poverty, CharacterStrong and Restorative Practices.

Staff retention and recruitment continue to be a concern for DHS. Although we have strong leadership and a solid structure for support, our teachers struggle with the demands on their personal time and on their emotions. Many of our students struggle academically due to unstable support from home. Many students work long hours after school and come to school tired and physically unable to engage with learning. If you teach at DHS, you have to be highly committed and well prepared every hour of every day. We have to have the BEST teachers standing before our students and the demands are often overwhelming for our staff.

The teacher turnover at the end of the 2020-2021 school year was significantly more than in recent years. I believe that the stress of the Covid pandemic played a huge role in the loss of teachers and staff. Finding qualified teachers to fill vacancies continues to be a challenge for DHS.

Staff Quality, Recruitment, and Retention Strengths

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- The DHS new teacher mentor program supports first year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- DHS teachers are paired with a content "buddy" who is available to assist with lesson planning, student discipline/classroom management, preparing for an unexpected absence, etc.
- DHS has a structured, tiered leadership team that consists of a department chairperson and content specific teachers leaders i.e. mathematics department chairperson, Algebra I team leader, Geometry team leader, Algebra II team leader, etc.
- Quality, focused staff development opportunities are made available to all teachers.
- District curriculum specialists in mathematics, science, social studies, and English language arts provide on-going, timely support through model lessons, staff development, and the development of high quality curriculum materials/resources and assessments.
- Administrators conduct regular walk-throughs and give timely feedback.
- Collaborative planning (PLC) is implemented in all core content areas.
- The master schedule provides a common planning time for all core subject teachers.
- Department leaders and team members serve on interview committees when hiring new teachers.
- DHS continues to hire highly qualified teaching alternative certification candidates from recognized TEA Education Service Centers (Reg 4 and 13). Administrators from the regional service center programs observe first year teachers several times each semester.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Ongoing need to increase quality and availability of support programs from district and campus for new teachers. **Root Cause:** Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

Problem Statement 2 (Prioritized): Increase availability and variety of professional development for faculty and staff. **Root Cause:** Requirements for certification are non-negotiable but as a district, we ask much of our teachers on "their own time" in terms of professional development. Providing exchange day options is a great help for this issue.

Problem Statement 3 (Prioritized): The PLC model has not been implemented with fidelity. **Root Cause:** Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

Problem Statement 4: Recruitment of highly-qualified teachers continues to be problematic for DHS. **Root Cause:** Teacher retirement and leaving the profession due to the time commitment and the emotional demands of teaching. In addition, the stresses of the Covid pandemic also play a significant role in the retention and recruitment of teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Dickinson High School provides common planning for teachers who teach in the four core areas (English, mathematics, science, and social studies). This Collaborative Planning time is used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. District level curriculum specialists provide additional support to core departments through well-articulated, tightly aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation, and mentoring. A full time curriculum specialist in English and math are assigned to the campus. In addition, a reorganization of administrators assigned to various content areas will allow for greater attention and involvement by administrators.

Embedded professional development continues to be a focus in the areas of: (1) the utilization of data analysis to inform instructional practices, (2) differentiated instruction, (3) utilization of research-based instructional strategies, (4) effective instruction in academic vocabulary acquisition, (5) literacy skills in all content areas, (6) rigor, (7) questioning strategies, and (8) writing quality formative and summative assessments. As a district, we utilize the tools, resources, and trainings from Lead4Ward to address many of these areas.

An English Instructional Coach was added to our staff for the 2021-2022 school year. Her focus will be on collaboration with the District Curriculum Specialist to provide ongoing support for our English I and English II teachers. An emphasis will be placed on high quality reading/writing instruction.

Curriculum, Instruction, and Assessment Strengths

Subject specific curriculum including a scope and sequence is presented on-line as user-friendly documents with standards and student expectations clearly defined. 832

- Expected outcomes are embedded in the curriculum documents through the clearly defined performance tasks.
- Curriculum for content specific courses is evaluated throughout the year to ensure proper alignment and appropriate pacing.
- Content specific Professional Learning Committees (PLC or teams) meet weekly (more often in English I and II, Algebra I, Biology, and US History) to analyze student performance data, to discuss student learning goals, to develop common assessments, and to create lesson plans.
- Teacher leaders have assumed "department chairperson" roles and serve as department advocates/liaisons to campus and district administrators.
- Teacher leaders have assumed "team leader" roles in all four core areas and by subject taught i.e. mathematics department has a team leader for Algebra I, Geometry, and Algebra II.
- The DHS Instructional Leadership Team meets once a week to advise the principal. Issues such as department activities, resource needs, and student achievement concerns are discussed. The Team works to ensure positive and productive two-way communication is occurring, to be proactive in regards to calendar planning, and to analyze school-wide data. The Leadership Team consists of the following members: department chairpersons for mathematics, science, social studies, English, health/PE, fine arts, LOTE, and CTE. In addition, the lead counselor, the campus testing coordinator, and the librarian also serve on the team.
- The department chairpersons' teaching schedules include an additional conference period during which time they coach and mentor other department members, research additional resources and training opportunities for their department members, and work with the supervising administrator to ensure that all teachers receive support.
 - The DHS Response to Intervention (RtI) meets bi-monthly throughout the year to analyze, assess, support, and monitor struggling students and their teachers by suggesting appropriate interventions.
 - The master schedule includes a common planning period for all content specific teams allowing for continuous improvement in the area of instructional design and delivery.
 - All teachers received 3-6 walkthroughs along with full period observations.
 - Lesson plans are monitored by the Dean of Instruction and the supervising department administrator 1-2 times a month to ensure quality and alignment.
 - Grades and pass/fail percentages are monitored by the Dean of Instruction and shared with the administrative team following each grading period.

- The campus offers targeted intervention classes for struggling students in the form of Reading Improvement, EOC English I, II, & III for students who were unsuccessful on the Eng EOC, a math lab period to support struggling math students in Algebra I, a full day credit recovery lab, and an additional staff member to assist with ELL sections and to serve as an LPAC coordinator.
- The campus will continue to offer a PSAT/SAT preparation class as part of the Gator Scholars program targeting potential National Merit contenders based on previous PSAT scores.
- The campus will continue offering core classes in an ELL cohort format to allow for targeted teacher instruction and support.
- The AVID Campus Site team meets monthly to continue integration of AVID Strategies and WICOR throughout the campus.
- The Lead4Ward Dreamers Team brought new and exciting approaches to the planning teams and PLCs in their individual departments. The feedback on the impact on instruction has been very positive. This team's membership will expand this year as an all new group will attend the annual Think Conference.
- A computer lab monitor will allow for full implementation of the My Path instructional program for General Education struggling readers, Special Education students, and EL students struggling to learn English.
- All will benefit from the purchase of Global PD from Solution Tree this year. Special emphasis will be made to study common assessments, PLC structures, and RtI.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There continues to be a need to train faculty and staff in the PLC model . **Root Cause:** Whenever there is staff turn over, we lose momentum in the time and effort taken to get new people up to speed on the process and expectations.

Problem Statement 2 (Prioritized): There continues to be a need to focus on the master schedule to address needs such as targeted intervention classes in math & English where specialized curriculum will focus on the needs of struggling students, SPED programming, CTE classes, AVID, ESL cohort classes, PAP/AP/Dual Credit classes, and Collaborative Team Planning time. **Root Cause:** The varied programs continue to grow and require increasingly creative scheduling to meet those needs. 833

Problem Statement 3 (Prioritized): We continue to struggle with mental health and emotional well-being issues with our students, staff, and community that negatively impact the learning environment. **Root Cause:** Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.

Problem Statement 4: Attendance irregularities and interrupted instruction due to Covid are on-going concerns. **Root Cause:** The CDC and TEA requirements based on the potential spread of COVID 19 are felt internationally and have a direct impact on education.

Parent and Community Engagement

Parent and Community Engagement Summary

Dickinson High School has a wide array of support and resources available to students and their families including district social workers and Communities- in-Schools (CIS). The school has very actively supported athletics, fine arts programs, parent booster clubs, and the DHS Parent Teacher Organization (PTO). Annual events are held to support college and career exploration. Interpreters are provided to support our non-English speaking families at meetings and events. Identified needs include a more extensive Parent Resource Center and additional workshops and meetings designed to equip parents with the knowledge and skills needed to support the academic, social, emotional, and physical needs of their children.

Dickinson High School administrators and counselors use the Skyward message center as well as the phone/email Message center to inform parents of general information regarding our school, upcoming athletic and fine arts events, and critical time periods such as the distribution of progress reports and report cards. Our senior counselor uses the Skyward message center to keep parents abreast of important dates such as financial aid and scholarship deadlines, senior pictures, graduation and prom dates, and other information that is important to seniors and their parents. Messages go out to various parent groups and/or the entire campus parent group regularly.

Dickinson High School has established a warm relationship with the ministers in the Dickinson area. A prayer breakfast is scheduled each September and January in which ministers from every faith join us for fellowship and prayer. Our black churches are well attended and hold a strong influence over its members. This relationship has built trust between the school and the black community as we all work together to serve the academic, social, emotional and spiritual needs of our students. We have an active Youth for Christ group that meets once a week at the school during lunches. Ministers from several local churches sponsor this student group.

Our Dickinson High School band, cheer team, drill team, and ROTC actively participate in local community events including parades, the Festival of Lights, Stuff the Bus, and Empty Stocking. These are outreach programs that afford our students the opportunity to be involved in charitable community service projects. Our students participation in these events helps to create a sense of community in our students and gives the public an opportunity to see our students in a positive "light."

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DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language. With input from CIC and campus leadership, the DHS Parent Compact and Parent Engagement plan documents were developed and translated into Spanish. Both versions are available on the campus web page and paper copies are available at the front desk of each campus. In addition to distributing copies to parents who attend Parent University (Open House) events in September and January, we will also mail a copy home in two separate grade reports during the school year.

Parent and Community Engagement Strengths

- Community members and family members are actively involved and supportive of athletic and fine arts programs. Dickinson High School has many active parent booster clubs. The entire community participates in the August Meet the GATORS night, Homecoming in September, and graduation in June.
- College Days, Career Fair, Upward Bound, UIL Competitions, Academic Decathlon, AVID, Science Fair, History Fair, Grade level presentations, National Honor Society, Early College High School, Open House, Fine Arts Showcase, and Parent University are held annually to support student learning and future planning goals. Dickinson High School works with MI Lewis, Operation School Bell, Lighthouse Ministries, MHMRA, Galveston County Sheriff's Department, Communities in Schools, Relay for Life, Empty Stocking, and Fill the Bus to support student learning and active engagement through community partnerships.

A variety of communications resources are used to disseminate information to all stakeholders including grade-level specific emails, call-outs, updated DHS web site and

FaceBook page.

- Interpreters are available at most parent meetings to support our non-English speaking families. District social workers are available to students and their families.
- A variety of tutorials are offered on campus including individual teacher tutorials and Lighted Windows Open Doors which is also open to other members of the community.
- DHS hosts a Parent Open House in the Fall and a Parent University in the spring semester.
- DHS hosts a TITLE I Parent Informational meeting during the Fall Parent Open House.
- DHS hosts a Parent Informational Meeting for incoming 8th grade students' parents in February and August and a graduating seniors' parents in October and in January.
- DHS communicates with the parents of students who have not passed End of Course exams to inform and explain the impact on high school graduation.
- DHS students are showcased each month at the Dickinson Rotary Club.
- Higher Up, a non-profit program working with our senior AVID students, is in its third year and builds strong community relationships between our students and local business.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of parent engagement in the education of our students. **Root Cause:** Campus must take a more active role in engaging parents.

Problem Statement 2: Attendance irregularities and interrupted instruction due to Covid are on-going concerns. **Root Cause:** The CDC and TEA requirements based on the potential spread of COVID 19 are felt internationally and have a direct impact on education.

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School Context and Organization

School Context and Organization Summary

The DHS staff has access to a variety of systems that support student achievement including common planning time, professional development, teacher mentoring programs, and department leadership structures. The campus solicits and utilizes input from teachers, students, and the community to support student achievement. The campus needs to continue to focus on creating and sustaining a post-high school learning culture so that all students are sufficiently prepared to pursue an entry into and successful completion of an associates or baccalaureate degree, a skilled technical and/or certification program, and/or entry into the military. Additionally, based on stakeholder feedback, there is a need for written policies and procedures along with consistent and clear communication.

School Context and Organization Strengths

- Central Administration supports DHS through flexible campus budgets and seeks input into professional development activities and other campus- based planning decisions.
- The DHS master schedule provides common planning periods for PLC activities and the district early release days provide opportunities for on-going, embedded staff development and content-specific planning time.
- New teachers are paired with Mentor teachers who provide them with necessary support in their first year of teaching. All teachers are assigned a campus "Buddy Teacher" who can provide direction and support when needed.
- Teacher tutorials and Lighted Windows Open Doors (LWOD) provides struggling students with additional support during the regular school day and after school.
- The Campus Improvement Committee members serve rotating three year terms and provide input and direction in regards to programmatic, instructional, and structural decisions.
- The Dickinson High School Student Advisory Board provides students with the opportunity to be student leaders and to provide the administration with relevant and timely input on issues that impact students.
- The Dickinson High School Instructional Leadership Team meets once a week to review the upcoming calendar, to help plan campus activities, to serve as a liaison and a communication bridge between the administration on and his/her department members, and to provide direction to the administration regarding our campus goals, our school's focus, programmatic and instructional decisions, and the most efficient use of our school budget.
- The department structure for each of the four core areas includes a department chairperson and a team leader for each instructional area. For example, the mathematics department has a department chairperson, an Algebra I lead teacher, a geometry lead teacher, and an Algebra II lead teacher. This structure provides an additional layer of support.
- The master schedule reflects good planning in regards to clustering special education students who receive Support Facilitation (SF) services. The campus is meeting the needs of these students much more efficiently by ensuring the IS teacher is certified in the content and in special education.
- The AVID Site Team meets monthly and the members carry the message to the campus. Our goal is to utilize technology for quick individualized trainings on key AVID strategies for teachers.
- The PLC Guiding Coalition consists of teachers from each department. The members volunteered to serve on this leadership committee. Their focus is to provide support and on-going direction in the process of our school becoming a Professional Learning Community.
- The UDL team meets regularly with Region IV specialists in an effort to widen our "toolbox" of instructional strategies so that our instructional delivery meets the academic needs of ALL learners.
- The Instructional Leadership Team will also serve as the Safety Committee in an effort to streamline communication and take timely action on concerns/issues.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. **Root Cause:** Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

Problem Statement 2 (Prioritized): DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area. **Root Cause:** DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.

Problem Statement 3: Attendance irregularities and interrupted instruction due to Covid are on-going concerns. **Root Cause:** The CDC and TEA requirements based on the potential spread of COVID 19 are felt internationally and have a direct impact on education.

Technology

Technology Summary

Almost all classrooms are equipped with instructional technology to allow for basic presentation/interactive lesson design. Teachers and students have access to multiple computer labs and mobile computer labs with internet and wireless capability. To be effective, teachers need to utilize available technology integration into their lessons and they need more confidence in the dependability of available resources. In addition, teachers need continued opportunities to learn. Continued work to improve the available technology and web access for all teachers will also improve their ability to use technology to support instruction.

As a result of necessity established during the COVID closure in the spring of 2020, all teachers expressed interest in gaining technology access and aptitude. They are appreciative of training they have received and are anxious for more in the future. Schoology is the platform DHS teachers will use for the delivery of technology integrated and distance learning. Our teachers are learning how to navigate the system so that their lessons are available to students 24/7. More training is scheduled throughout the 2021-2022 school year.

We continue to expand our inventory of laptops and chromebooks. Our goal is for all teachers to have a laptop cart in their room for use by all students daily. At this time, all teachers of the STAAR EOC subjects have computer carts in their classrooms so that students are afforded the opportunity to work, learn, explore, and for student mastery to be assessed using technology. Our Pre/AP and AP teachers are paired and they share a cart. All of our CTE teachers have daily access to technology so that industry standards are maintained and "work-like" environments are created in the classrooms.

Technology Strengths

- Almost every classroom at DHS is equipped with projectors, document cameras, teacher work stations, Mimios, Interactive Whiteboards, enabled devices, online textbook accounts, and Windows based tablets for instructional use.
- DHS is equipped with 9 computer labs for supervised student use. Additionally, the campus is equipped with over 50+ chromebook/laptop carts assigned to departments or available for teacher check out and use in the classroom.
- DHS is also equipped with 1 SMART board in the Library as well as several Quizdom sets, Vernier Probeware, and individual laptops available for teacher use.
- The campus subscribes to several web-based resources for teachers including Scientific Minds for the social studies/science classes respectively.
- Administration uses Remind 101 for communication with teachers and staff. All departments are utilizing Eduphoria Forethought for lesson planning.
- Our web infrastructure continues to be upgraded to support increased wireless network access for Bring Your Own Devices and other wireless needs.
- All DHS teachers are required to have an active website where information regarding course requirements, upcoming events/projects, and class resources are readily available to students and parents.
- The district web-filtering has been adjusted to allow more access for students and staff.
- Students are allowed to use their personal electronic devices during class changes and non-instructional periods such as lunch to check email/text messages, to access information on the web, and to communicate with parents.
- Teachers allow students to use their personal electronic devices the use of cell phones in their classrooms to conduct research and to access information on the web.
- The DHS library provides ebooks and audio books for check out to students and teachers.
- The DHS library provides instruction in the effective use of current technologies and available on-line resources to both teachers and students.
- DHS utilizes Edgenuity for credit recovery and initial credit opportunities when appropriate and applicable.
- The district purchased Read180 and Math180 for use with populations struggling with reading and numeracy deficiencies. DHS will continue use with our SPED, ELL, struggling readers and our dyslexic populations.
- DHS has subscriptions to a wide variety of on-line learning platforms such as GALE, Britannica and Discovery Education.
- Teachers and staff members utilize Schoology for instruction and for communicating/collaborating with colleagues.
- The campus continues to purchase Chromebook/laptop carts to increase access to additional technology support.

- Social Sentinel, P3, and Gaggle are utilized to monitor social media and student DISD internet accounts.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): We need expanded access and use of technology for teachers in the areas of instruction, data, and management. **Root Cause:** As is always the case, available funding makes this an ongoing challenge.

Problem Statement 2: Attendance irregularities and interrupted instruction due to Covid are on-going concerns. **Root Cause:** The CDC and TEA requirements based on the potential spread of COVID 19 are felt internationally and have a direct impact on education.

Priority Problem Statements

Problem Statement 1: We need expanded access and use of technology for teachers in the areas of instruction, data, and management.

Root Cause 1: As is always the case, available funding makes this an ongoing challenge.

Problem Statement 1 Areas: Technology

Problem Statement 2: Our STAAR EOC scale scores continue to fall below the State and Region IV average though we are closing the gap.

Root Cause 2: Our students enter high school with below grade level reading/writing (Literacy) skills.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Despite progress, DHS continues to lag behind the State and Region IV in Mastery level performance on STAAR on all tests except US History.

Root Cause 3: Focus is on Approaches (passing) rather than Mastery for all students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 6: We continue to grow and develop the CTE offerings to increase access to greater numbers of students and based on student interest and the future job market though we have had to turn away students in welding and engineering this year.

Root Cause 6: Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.

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Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff.

Root Cause 7: Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc.

Root Cause 8: Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day provides more opportunities for students to access these programs. However, COVID restrictions may eliminate the possibility of CHOMP Time/ Smart Lunch so those time constraints would remain.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement..

Root Cause 9: Campus needs access to valid survey data from all stakeholders.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Ongoing need to increase quality and availability of support programs from district and campus for new teachers.

Root Cause 10: Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Increase availability and variety of professional development for faculty and staff.

Root Cause 11: Requirements for certification are non-negotiable but as a district, we ask much of our teachers on "their own time" in terms of professional development. Providing exchange day options is a great help for this issue.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: There continues to be a need to train faculty and staff in the PLC model .

Root Cause 12: Whenever there is staff turn over, we lose momentum in the time and effort taken to get new people up to speed on the process and expectations.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: There continues to be a need to focus on the master schedule to address needs such as targeted intervention classes in math & English where specialized curriculum will focus on the needs of struggling students, SPED programming, CTE classes, AVID, ESL cohort classes, PAP/AP/Dual Credit classes, and Collaborative Team Planning time.

Root Cause 13: The varied programs continue to grow and require increasingly creative scheduling to meet those needs.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

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Problem Statement 14: Lack of parent engagement in the education of our students.

Root Cause 14: Campus must take a more active role in engaging parents.

Problem Statement 14 Areas: Parent and Community Engagement

Problem Statement 15: Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc.

Root Cause 15: Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: The PLC model has not been implemented with fidelity.

Root Cause 16: Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

Problem Statement 16 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 17: We continue to struggle with mental health and emotional well-being issues with our students, staff, and community that negatively impact the learning environment.

Root Cause 17: Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.

Problem Statement 17 Areas: Curriculum, Instruction, and Assessment

Problem Statement 18: Our White, Asian, ELL, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading.

Root Cause 18: Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our Collaborative Planning Teams.

Problem Statement 18 Areas: Student Achievement

Problem Statement 21: We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT.

Root Cause 21: The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access. We must establish an expectation and school culture that clearly communicates that ALL AP students take the AP exam.

Problem Statement 21 Areas: Student Achievement

Problem Statement 22: While we have in place college readiness via programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, the College Go Center, and other programming, we continue to look for ways to expand the reach and success of these programs.

Root Cause 22: A college going and career-ready culture has not been established building-wide. Many students do not see themselves as college-going and therefore limit their goals and aspirations. Parent, community, faculty and staff attitudes must be post-high school college/career focused so that students embrace the vision for themselves.

Problem Statement 22 Areas: Student Achievement

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Problem Statement 23: DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area.

Root Cause 23: DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.

Problem Statement 23 Areas: School Context and Organization

Problem Statement 24: Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics.

Root Cause 24: Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for Collaborative Planning Teams.

Problem Statement 24 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

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Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 13, 2021

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: Improve academic achievement ensuring at least one year's growth by all students as measured by STAAR EOC and TELPAS assessments.

Targeted or ESF High Priority

Evaluation Data Sources: CBA and Interim Assessment scores, STAAR EOC scores, TELPAS scores, graduation rate, state and federal safeguards

Strategy 1 Details	Reviews			
Strategy 1: Provide high-quality, research-based Tier I instruction that is aligned with the rigorous Texas state standards (TEKS) to ensure all students master the state standards, to ensure that all students achieve one year's academic growth, and to support all students in the achievement of a Mastery Level on all STAAR EOC exams. Strategy's Expected Result/Impact: Improve student performance for all students on STAAR EOC in all subjects: Algebra I, English I, English II, Biology, US History. Improve student performance on Common Formative/Summative assessments, State Interim assessments, and course grades. Increase in HS graduation rate. Improve college/career readiness for all students. Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Instructional Specialists Department Leaders Team Leaders Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA - 211-8-13-001-30-24-6200-DW	Formative			Summative
	Nov	Jan	Mar	June
				844

Strategy 2 Details	Reviews			
Strategy 2: Identify students in all demographics whose previous academic performance indicates that the student is at-risk of not meeting the state and federal standards on any of the 2021 STAAR EOC assessments and provide effective, targeted remediation and/or acceleration to ensure their academic progress throughout the school year as demonstrated at each summative check. Strategy's Expected Result/Impact: Improved performance on STAAR EOC to close the performance gaps for all student groups and to ensure that all students meet federal and state standards. Staff Responsible for Monitoring: Campus administrators Dean of Instruction Lead teachers Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Dickinson High School will achieve Quartile 1 or Quartile 2 status in our state comparison group through our overall STAAR EOC performance, our CCMR performance, and by significantly improving our rating in the Closing the Achievement Gaps category of the state accountability system. Strategy's Expected Result/Impact: Improve Dickinson High School's rating in the Texas school accountability system Staff Responsible for Monitoring: Campus Administrators All Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				845
Strategy 4 Details	Reviews			
Strategy 4: Provide reteach/redo/retest opportunities and small group, targeted instruction as needed on all major projects, tests, and classwork so that all students demonstrate mastery of the standards (TEKS). Strategy's Expected Result/Impact: Reduction in course failure rates. Improve student performance on formative/summative assessments Staff Responsible for Monitoring: Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Teacher salaries for extended day and Lighted Windows Open Doors - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide "just in time," focused Tier II intervention for students who failed to master the state standards (TEKS) following Tier I instruction. This strategy may include any or all of the following: 1. assignment to the DHS intervention period 2. computer generated supplemental instruction 3. teacher tutoring before/after school 4. tutoring in LWOD, possibly virtually 5. individualized or small-group instruction within a pull-out program 6. individualized and/or small-group instruction within the regular classroom Strategy's Expected Result/Impact: Improve student performance on formative/summative assessments, Interim assessments, EOC assessments and course grades. Improve HS graduation rate. Staff Responsible for Monitoring: Principal Dean of Instruction Classroom Teachers Inclusion-Support Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 199-SCE, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase student access to Tier III prescriptive interventions provided through computer and/or technological support systems to extend, reinforce and complement literacy and numeracy instruction for students struggling in English/Language Arts and/or mathematics. Strategy's Expected Result/Impact: Improved student achievement by increasing learning time. Improved student achievement by providing "just in time" interventions/remediation. Improved literacy and numeracy skills for struggling students by providing focused, individualized, prescriptive practice. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction All Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide support for an effective Co-Teach model utilizing a certified regular education teacher and a certified special education teacher who are assigned to the regular education classroom. The model will provide purposeful/targeted instruction using research-based instructional strategies and differentiated learning opportunities to ensure access to the standard curriculum. Strategy's Expected Result/Impact: Improve student performance on PSBM and EOC assessments by SpEd students. Reduce course failure rates. Increase student engagement. Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Provide a Tier III extended learning time (Bridge Course during Summer 2021) for all incoming ninth grade students who have not demonstrated proficiency in Algebra I Readiness skills and the use of graphing calculators as demonstrated by their performance on the Grade 8 STAAR Mathematics test and/or the MAP diagnostic by scheduling students into the extended Algebra I (Independent Studies in Mathematics) concurrently while also scheduling students into the regular Algebra I class. Provide a Tier III, targeted EOC English I and/or English II class for any student who has not met the state Approaches Grade Level mastery level on the PSBM assessment. Provide a Reading I-IV Tier III, targeted ELA instructional class for select students who continuously struggle with reading as evidenced by their STAAR Grade 8 Reading or their Interim assessment English I and/or English II score and/or by their performance in core classes. Strategy's Expected Result/Impact: Improve the academic performance of students who struggle in reading, writing, and/or mathematics. Improve EOC scores. Reduce failure rates Increase student engagement Increase high school graduation rates Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Lead Counselor Math/Language Arts Curriculum Specialist Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				848

Strategy 9 Details		Reviews			
Strategy 9: Provide increased levels of academic support for special education students whose disability and previous academic achievement indicates the need for a modified curriculum delivered through the RISE classes in all four core areas of Math, ELA, Science and Social Studies (W. Geography, W. History, Biology, IPC). Strategy's Expected Result/Impact: Improve performance of special education students on Curriculum Formative and Summative Assessments (CFA and CSA) and Interim EOC assessments. Increase student engagement. Reduce course failure rates. Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader Lead Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding, - 211-Title IA, - 255-Title IIA, - 263-Title IIIA		Formative			Summative
		Nov	Jan	Mar	June
Strategy 10 Details		Reviews			
Strategy 10: All teachers will provide 90 minutes of before/after school tutorials each week for all students. Teachers will post their before/after school tutorial schedule in their classroom and on the Dickinson High School website for parents/students reference. Strategy's Expected Result/Impact: Reduce course failure rates. Improve student performance on formative and summative assessments (CFA and CSA) and STAAR assessments. Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
					849
Strategy 11 Details		Reviews			
Strategy 11: Provide extended learning time for all students through the Lighted Windows/Open Doors after school program (3:00 - 6:00 pm Tuesday and Thursday). Strategy's Expected Result/Impact: Reduce course failure rates. Provide just-in-time remediation during the regular school day for all students. Improve student performance on PSBM and STAAR EOC assessments Staff Responsible for Monitoring: Principal Campus Administrators All Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - No Funding Required		Formative			Summative
		Nov	Jan	Mar	June

Strategy 12 Details		Reviews			
Strategy 12: Actively populate, utilize and interact with the Electronic Data Templates to analyze previous student performance and to monitor student progress toward improved performance in the following areas: Algebra I, Biology, English I, English II, US History. Utilize the OnData Suite to generate reports and actively analyze data to inform and guide instruction. Utilize Lead4Ward templates/reports to analyze data and guide instruction. Strategy's Expected Result/Impact: Increase teacher knowledge and awareness of their students' previous academic achievement and timely monitoring of current year's performance. Staff Responsible for Monitoring: Campus administrators Instructional Specialists Algebra I teachers Biology teachers English I teachers English II teachers US History teachers Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - No Funding Required		Formative			Summative
		Nov	Jan	Mar	June
Strategy 13 Details		Reviews			
Strategy 13: Require all special education/504/ELL students to have access to, are assisted in the design of, are taught how to use, and are provided opportunities to utilize the Supplemental Aid during classroom instruction and when taking summative/formative classroom assessments and standardized state tests. Strategy's Expected Result/Impact: Improve academic performance of special education/504/ELL students on all assessments including STAAR EOC. Staff Responsible for Monitoring: All teachers Inclusion Support Teachers Dyslexia Specialist ELL Support Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - No Funding Required		Formative			Summative
		Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
Strategy 14: Provide training for all teachers in Sheltered Instruction protocols to effectively meet the literacy and English acquisition needs of our EL students. Strategy's Expected Result/Impact: Improve student achievement of ELL students as measured by TELPAS, OLPT, STAAR EOC, PSAT/SAT/ACT. Accelerate English acquisition of our EL students. Staff Responsible for Monitoring: Campus Principal Dean of Instruction Instructional Specialists All Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding, - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Strategically schedule ELL students to ensure that they are clustered by language acquisition level into the appropriate Newcomer, Reading I-III, ESOL, Creative/Technical Writing, and English I-IV class as part of the comprehensive English Immersion program of study. Staff three (3) instructional paraprofessional positions to provide in-class support for all ELL students. Strategy's Expected Result/Impact: Improve student achievement of ELL students as measured by TELPAS, OLPT, STAAR EOC, PSAT/SAT/ACT. Accelerate English acquisition of our ELL students. Staff Responsible for Monitoring: Lead Counselor Dean of Instruction Principal ELL Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				851

Strategy 16 Details	Reviews			
Strategy 16: Require that all teachers implement the Sustained Silent Reading initiative, Gotta Keep Reading, in their third period classes. Strategy's Expected Result/Impact: Improve literacy skills for all students as demonstrated by improved EOC, SAT, ACT, TSI scores. Increase in reading practice time for all students. Increase in library circulation. Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Classroom Teachers Librarians Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Emphasize critical reading skills in all genres and across all disciplines by utilizing research-based instructional strategies learned through teacher participation in any of the following professional development activities: Abydos Writing Institute Lead4Ward Playlist Notice and Note AVID Institute Rice AP Institutes NMSI--LTF Seidlitz 7 Steps for Language Rich Classroom College Board Training Campus Book Studies Region IV Professional Learning Harris County Prof. Learning Neuhaus Training Solution Tree (RtI, PLC) Strategy's Expected Result/Impact: Improve literacy skills for all students as demonstrated by improved EOC, SAT, ACT, TSI scores. Increase teacher effectiveness in literacy instruction. Staff Responsible for Monitoring: All teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 255-Title IIA - 255-0-13-001-30-29-6411-00 - \$34,217	Formative			Summative
	Nov	Jan	Mar	June
				852

Strategy 18 Details	Reviews			
Strategy 18: Monitor the implementation of the Abydos-Pro curriculum for English I - IV classes and provide on-going training/support to all English teachers. Strategy's Expected Result/Impact: Improve instruction in literacy for all English I-IV students. Improve teacher effectiveness. Staff Responsible for Monitoring: District Curriculum Specialist English I-IV teachers Campus administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: Literary Circles will be utilized in all English I-IV classes to promote literacy for all students. Strategy's Expected Result/Impact: Improve reading stamina for all students. Improve vocabulary for all students. Improve critical reading skills for all students. Improve reading motivation and student engagement with literature across all genres. Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals English Department Chair ELA District Curriculum Specialist English I-IV Team Leaders Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				853
Strategy 20 Details	Reviews			
Strategy 20: Utilize AVID (WICOR) strategies in all classes. Require all students to utilize the AVID 3-Ring Binder in order to support students in the development of organizational skills. The binder and start up content will be provided by DHS to all students along with training on expectations. Strategy's Expected Result/Impact: Improve student performance on STAAR EOC Improve student self-efficacy and confidence Improve college/career readiness skills Staff Responsible for Monitoring: Campus administrators All teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 21 Details	Reviews			
Strategy 21: Utilize the writing portfolio model in all English I-IV classes as a means to collect/analyze writing pieces and to track student progress over time. Strategy's Expected Result/Impact: Improve student's writing skills. Track improvement over time. Staff Responsible for Monitoring: District Curriculum Specialist English I-IV teachers Campus administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22 Details	Reviews			
Strategy 22: Contract with reading specialists, consultant(s), and authors to deliver high quality, focused staff development for DHS teachers in the area(s) of effective reading/writing instruction, differentiation for special populations, and successful implementation of the ELPS in quality instruction. Strategy's Expected Result/Impact: Improve instruction in literacy and differentiated instruction to meet the learning need of all students Improve the quality of ELPS integration into classroom instruction Improve student performance on STAAR EOC Improve college/career readiness skills Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 255-Title IIA - 255-0-13-001-30-29-6411-00 - \$34,217	Formative			Summative
	Nov	Jan	Mar	June
				854
Strategy 23 Details	Reviews			
Strategy 23: Continue to support a Dyslexia Intervention Specialist position to provide academic support, specialized literacy instruction, and compliance monitoring for all students identified as dyslexic. Strategy's Expected Result/Impact: Improve literacy skills of students identified as dyslexic Improve organizational skills of students identified with dyslexia Improve academic performance of students identified as dyslexic Provide instructional support to core teachers for working with students identified as dyslexic Staff Responsible for Monitoring: Principal Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - Special Programs	Formative			Summative
	Nov	Jan	Mar	June

Strategy 24 Details		Reviews			
Strategy 24: Following the Solution Tree PLC model, teachers will actively participate in weekly collaborative planning activities. The TEAM leader will set the weekly agenda. The TEAM Secretary will take notes and provide copies to all members and to campus administration. The collaborative meetings will focus on the four tenets of an effective PLC: 1. What do we want students to learn and/or be able to do? 2. How will we access mastery? 3. What will we do for students who do not demonstrate mastery? 4. How will we extend the lesson for students who master? Strategy's Expected Result/Impact: Improve the quality of instruction in all classes. Improve the quality of lesson planning. Improve and expand the use of data to inform instruction. Foster a school climate of collaboration and excellence. Ensure learning for ALL Staff Responsible for Monitoring: Department chairperson Campus administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
Strategy 25 Details		Reviews			
Strategy 25: PLC members will utilize the Lead4Ward data tables and resources to focus instruction and to inform professional discussions based on ongoing training throughout the year (webinars, conferences, district/campus training). In addition, the OnData Suite will be utilized by teachers and administrators to generate student achievement data reports for analysis by PLC members. Strategy's Expected Result/Impact: Improve the quality of instruction in all classes. Improve the quality of lesson planning. Improve and expand the use of data to inform instruction. Foster a school climate of collaboration and excellence. Staff Responsible for Monitoring: TEAM leaders Department chairpersons Campus administrators Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 211-Title IA - 211-0-11-001-30-29-6399-00 - \$56,848		Formative			Summative
		Nov	Jan	Mar	June

Strategy 26 Details	Reviews			
Strategy 26: Dickinson High School will provide parents and community members with student achievement, attendance, and discipline data during monthly Parent Engagement meetings. Strategy's Expected Result/Impact: Increase parent/community awareness Increase parent/community involvement in students' education Staff Responsible for Monitoring: Principal Parent Engagement Coordinator Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 27 Details	Reviews			
Strategy 27: Provide on-going mental health and emotional well-being support utilizing our Communities in Schools Liaisons, BACODA, our DHS school counselors, our DISD school psychologists and social workers, and our DHS family counselors to at-risk and academically struggling students so that regular school attendance reaches 95%. Strategy's Expected Result/Impact: Improve school attendance Improve emotional well-being Improve self-confidence Develop integrated and regulated adolescent brains Staff Responsible for Monitoring: Principal Lead Counselor Title I Schoolwide Elements: 2.5 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				856
Strategy 28 Details	Reviews			
Strategy 28: Provide on-going mental health and emotional well-being support utilizing our Communities in Schools Liaisons, BACODA, our DHS school counselors, our DISD school psychologists and social workers, and our DHS family counselors so that academic achievement improves so that all students demonstrate at least one year's academic growth and/or attain the approaches grade level or the mastery level status on STAAR EOC. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 29 Details	Reviews			
Strategy 29: Provide on-going mental health and emotional well-being support for students identified as at risk of self-harm and/or suicide. Campus personnel will utilize the district suicide prevention protocol to make timely referrals to school counselors when warning signals and/or indicators are demonstrated by students. Strategy's Expected Result/Impact: Improve mental health and emotional well-being of students Improve school attendance Improve academic performance Improve school climate Improve high school graduation rate Staff Responsible for Monitoring: School counselors Campus administrators Title I Schoolwide Elements: 2.6 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 30 Details	Reviews			
Strategy 30: Provide accelerated instruction through various instructional program formats for students identified as at risk of dropping out of school and/or not graduating in four years due to credit deficiencies, previous grade retention, poor performance on state assessments, and/or poor school attendance. Strategy's Expected Result/Impact: Credit recovery to complete high school in four years Staff Responsible for Monitoring: Campus administrators Campus counselors Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				857
Strategy 31 Details	Reviews			
Strategy 31: Utilize the re-entry protocol and the Restorative Practices process to assist students returning to the home campus from a DAEP assignment so that students experience a successful transition. Strategy's Expected Result/Impact: Reduce recidivism to DAEP Improve school attendance Improve academic achievement Support emotional well-being and mental health of at-risk students Staff Responsible for Monitoring: Grade level assistant principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 32 Details	Reviews			
Strategy 32: Create a Professional Learning Community Guiding Coalition to ensure that our school becomes a Professional Learning Community focused on learning for ALL. Strategy's Expected Result/Impact: Implement the tenets of PLC with fidelity. Improve teaching/instructional practices. Improve learning for ALL. Staff Responsible for Monitoring: Principal Dean of Instruction Instructional Specialists Lead Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 33 Details	Reviews			
Strategy 33: Create a daily bell schedule that provides an intervention period during the regular school day for the purpose of providing "just in time" intervention/remediation. Strategy's Expected Result/Impact: Improve student academic success Improve student learning Staff Responsible for Monitoring: Principal Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 34 Details	Reviews			
Strategy 34: Teachers will continue to provide information regarding their classroom instruction through an on-line platform for students who are absent and to support on-going communication with parents. Strategy's Expected Result/Impact: Improve student academic success Improve teacher-student-parent communication Staff Responsible for Monitoring: Principal Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				858
				Summative
				June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: Increase participation in the Advanced Placement program by 10% and increase the number of qualifying scores earned on the AP exams by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: PreAP/AP Enrollment, AP Exam Participation and Qualifying Scores

Strategy 1 Details	Reviews			
Strategy 1: Require all PreAP/AP teachers to participate in Vertical Alignment activities. Strategy's Expected Result/Impact: Align instruction for all PreAP/AP courses in grades 6-12. Staff Responsible for Monitoring: Curriculum specialists PreAP/AP teachers Campus administrators Title I Schoolwide Elements: 2.4 Funding Sources: Professional development for PAP/AP teachers, Collaborative planning time for PAP/AP teachers - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Revise all AP Syllabi to include carefully articulated learning outcomes/expectations for all AP subjects. Strategy's Expected Result/Impact: Improve AP Exam performance Improve masters grade level performance on STAAR EOC Improve college readiness Staff Responsible for Monitoring: Curriculum specialists Campus administrators AP teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide a comprehensive remediation and enrichment program for all AP testers through school pull-out and Saturday Blitz activities. Strategy's Expected Result/Impact: Improve AP exam performance Increase the number of qualifying scores on AP exams Improve college readiness Improve masters grade level performance on STAAR EOC Staff Responsible for Monitoring: Campus administration Department leader AP teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide extended learning time for PreAP/AP students through the Lighted Windows/Open Doors program Strategy's Expected Result/Impact: Reduce course failure rates Improve AP exam performance Improve masters grade level performance on STAAR EOC Improve college readiness Staff Responsible for Monitoring: Campus administration PreAP/AP teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				860
Strategy 5 Details	Reviews			
Strategy 5: Utilize AVID (WICOR) strategies in all PreAP/AP courses. Require all students to utilize the 3-ring Binder in order to develop organizational skills. Strategy's Expected Result/Impact: Improve AP exam performance Improve masters grade level performance on STAAR EOC Improve college readiness Staff Responsible for Monitoring: Campus administration AVID site team PreAP/AP teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Professional development - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Offer additional PreAP/AP, Dual Credit and "Ramp UP" course offerings. Strategy's Expected Result/Impact: Increase student enrollment in AP courses Staff Responsible for Monitoring: Campus administration PreAP/AP teachers Lead counselor Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Resources for new courses i.e. textbooks - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Analyze College Board student performance reports to identify and correct weaknesses in our PreAP/AP instructional program. Strategy's Expected Result/Impact: Improve AP exam performance Improve masters grade level performance on STAAR EOC Improve college readiness Staff Responsible for Monitoring: PreAP/AP teachers Campus administrators Director of Secondary Education Title I Schoolwide Elements: 2.6 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				861
Strategy 8 Details	Reviews			
Strategy 8: Analyze student performance reports with AP students in subsequent courses to familiarize students with AP level questions and testing practices. Strategy's Expected Result/Impact: Improve AP exam performance Improve masters grade level performance on STAAR EOC Staff Responsible for Monitoring: AP teachers Campus administrators Director of Secondary Education Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: DHS teachers, administrators and counselors will attend conferences and professional development opportunities to improve student performance on the AP exams. Conferences/training include but are not limited to the following: College Board AP Conferences AVID Conference NMSI/LTF Institutes RICE University AP Institutes U of H AP Institutes Strategy's Expected Result/Impact: Improvement in student achievement and performance on STAAR, AP, SAT/ACT tests. Staff Responsible for Monitoring: Principal Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Utilize the SAT prep course to provide SAT prep for all students. Strategy's Expected Result/Impact: Improvement in SAT scores Staff Responsible for Monitoring: SAT course teacher Dean of Instruction TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				862
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: Increase by 10% the number of College Ready graduating seniors and promote College-Readiness culture through an effective school-wide AVID program.

Targeted or ESF High Priority

Evaluation Data Sources: TSI College Readiness ELA/Math Course Exams, SAT/ACT Scores, Number of College Enrollees, Masters Grade Level performance on STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Provide College Readiness ELA/Math courses for seniors who do not meet TSI score requirements Strategy's Expected Result/Impact: Improve college readiness Improve masters grade level performance on STAAR EOC Improve TSI Reading/Writing/Math scores Staff Responsible for Monitoring: Campus administration ELA/Math Curriculum Specialists ELA/Math Department Heads ELA/Math Teachers Counselors Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				863
Strategy 2 Details	Reviews			
Strategy 2: Promote College Admissions through ongoing education of students and parents regarding the college admissions process, financial aid opportunities, and the availability of scholarships. Strategy's Expected Result/Impact: Increase the number of student applications to college Staff Responsible for Monitoring: Campus Administration Lead Counselor College & Career Center Counselor Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide college readiness/access information to all students and their families through Open House, Parent University, College Fairs, and parent meetings held in the evenings and on Saturdays to accommodate parent schedules. Strategy's Expected Result/Impact: Increase parent participation in school activities Increase in student college admissions Increase in submission of student scholarship packets Staff Responsible for Monitoring: Campus administration Campus AVID TEAM AVID teachers Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide students with on-site college visits to explore options and to open doors to new possibilities. Strategy's Expected Result/Impact: Increase student interest in college Motivate students to seek post high school learning opportunities Staff Responsible for Monitoring: Campus administrators AVID Site Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				864
Strategy 5 Details	Reviews			
Strategy 5: Increase the number of students graduating in the 2022 class who complete all requirements for the Foundation Plan and meet the requirements for an Endorsement (HB5). Increase by 10% over Class of 2021. Strategy's Expected Result/Impact: Increase the number of students who meet one or more of the criteria for college readiness under the state accountability system. Staff Responsible for Monitoring: Principal Counselors All teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Increase the number of students in the 2022 graduating class (10% increase over 2021) who complete all requirements for graduation and earn a certification or license through one or more Career Technology Education courses. Strategy's Expected Result/Impact: Increase the number of students who meet one of the criteria for career readiness under the state accountability system. Staff Responsible for Monitoring: Principal Counselors CTE Director CTE Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide an SAT Prep course for students in grades 11-12. Strategy's Expected Result/Impact: Increase by 10% the number of students whose SAT scores meet or exceed the state/national average. Staff Responsible for Monitoring: Principal Dean of Instruction Lead counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				865
Strategy 8 Details	Reviews			
Strategy 8: Provide a PSAT /SAT/TSI/ASVAB Testing opportunities during the regular school day for Grade 9-12 students at a reduced or \$0.00 test cost. Strategy's Expected Result/Impact: Increase the number of students whose PSAT score qualifies them for National Merit consideration Improve college readiness Staff Responsible for Monitoring: Principal Dean of Instruction Lead Counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - State Funds	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Decrease the number of course failures by following the district grading policy and by providing just in time intervention/remediation. Strategy's Expected Result/Impact: Improve students' course grades Reduce course failure rates Improve student performance on STAAR EOC Staff Responsible for Monitoring: Principal Dean of Instruction All teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: Increase the number and variety of Career and Technology Education course offerings to ensure that students graduate with an Endorsement and are college and career ready which will be evidenced by a 10% increase in students who receive an industry-based certification.

Targeted or ESF High Priority

Evaluation Data Sources: Increased course selection options available to students.

Strategy 1 Details	Reviews			
Strategy 1: Create a Strategic Planning Committee charged with responding to the findings of the CTE program evaluation each year for five years from 2021 through 2026. Strategy's Expected Result/Impact: Implementation and on-going monitoring of the CTE Five Year Strategic Plan Increase in student enrollment in CTE courses Increase in CTE course offerings Increase number of industry-based certifications/licenses earned through CTE courses Improve career readiness Staff Responsible for Monitoring: CTE Director Campus Principal Lead Counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				867
Strategy 2 Details	Reviews			
Strategy 2: Use the evaluation of the CTE program conducted during the 2020-2021 school year to make decisions regarding the addition/deletion/revision of CTE programs for the 2021-2022 school year at DHS. Strategy's Expected Result/Impact: Implementation of the CTE Five Year Strategic Plan On-going monitoring of the CTE Five Year Strategic Plan Increase in student enrollment in CTE courses Increase in CTE course offerings Improve career readiness Staff Responsible for Monitoring: CTE Director CTE Consultant Campus Principal Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: Contracted Services - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase student enrollment in Career and Technology Education courses by 15% over previous year. Strategy's Expected Result/Impact: Increase enrollment in CTE courses. Increase in the number of licenses and/or certifications earned by students enrolled in CTE courses Improve career readiness Staff Responsible for Monitoring: CTE Director Campus Principal Counselors TEA Priorities: Connect high school to career and college Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: Refine our internal systems to monitor the entry/withdrawal data for students to ensure that all alternative graduation options are explored to encourage high school graduation which will be evidenced by increasing the 4 year graduation rate to at or above 90% for all demographic groups.

Targeted or ESF High Priority

Evaluation Data Sources: Improved graduation rate for students in all demographic groups.

Strategy 1 Details	Reviews			
Strategy 1: Utilize internal systems to ensure accurate and timely contact information for students entering/withdrawing from DHS. Strategy's Expected Result/Impact: Improve student performance on STAAR EOC Improve school attendance by students Students are in school and performing at their highest potential Staff Responsible for Monitoring: School counselors School administrators Registrar Attendance Clerk Title I Schoolwide Elements: 2.5, 2.6, 3.2 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				869
Strategy 2 Details	Reviews			
Strategy 2: Utilize the DHS forms to be completed at entry/withdrawal by the parent/guardian, the school registrar, and the grade level counselor to ensure: (1) that all information regarding newly enrolled students is available, (2) that all students withdrawing from DHS are monitored for reentry into school, (3) students are scheduled correctly, (4) and that student attendance, grades, and discipline incidents are regularly monitored by the appropriate DHS staff. Strategy's Expected Result/Impact: Improve student performance on STAAR EOC. Improve campus monitoring of entry/withdrawal of special populations i.e. At-risk, SpEd and ESL students. Improve school attendance by students. Staff Responsible for Monitoring: Administrators Counselors Registrar ESL Teachers ARD Facilitators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize SKYWARD and other internal DHS systems to track student attendance and to address school attendance and truancy issues early and often to ensure 95% attendance rate for all students. Strategy's Expected Result/Impact: Improve student performance on STAAR EOC Improve school attendance by students Improve parent/school communication Staff Responsible for Monitoring: Administrators Counselors Teachers Registrar Attendance Clerks Parents Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: - No Funding Required		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 6: Provide support and access to resources for emotionally fragile students by conducting campus-wide daily character development lessons.

Evaluation Data Sources: Reduction in lost instructional time due to mental illness.

Strategy 1 Details	Reviews			
Strategy 1: Provide access to school counselors, referrals to outside agencies, and support through the Communities in Schools campus liaisons which includes assistance in many areas for our most at-risk students including homeless, foster, etc. Strategy's Expected Result/Impact: Improve school attendance by all students. Reduce behavior/discipline referrals. Staff Responsible for Monitoring: Campus administrators Campus counselors Title I Schoolwide Elements: 2.5, 2.6, 3.2 Funding Sources: - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training for teachers and staff in CharacterStrong, Restorative Practices, Safe and Civil Schools, the Emotional Backpack and research on building relationships as presented through Ruby Payne's Emotional Poverty to support effective classroom management and student learning. Strategy's Expected Result/Impact: Improvement in school participation. Reduction in classroom disruptions and behavior referrals. Staff Responsible for Monitoring: Campus administrators Campus counselors All teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Local Funding, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
				871
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Reduce In-School and Out-of-School suspension assignments by 10% along with DAEP/DALC over previous school year.

Evaluation Data Sources: ISS/OSS Data, PEIMS reporting from DALC

Strategy 1 Details	Reviews			
Strategy 1: Implement CharacterStrong and Restorative Practices programs Strategy's Expected Result/Impact: Reduce disciplinary referrals Reduce ISS/OSS placements Improve academic performance Decrease Drop Out Rate Improve school culture/climate Staff Responsible for Monitoring: Campus principal Administration Counselors All teachers Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assign alternative consequence/intervention tiers for students prior to an ISS placement. Strategy's Expected Result/Impact: Reduce disciplinary referrals Reduce ISS/OSS placements Improve academic performance Decrease dropout rate Improve school culture/climate Staff Responsible for Monitoring: Campus principal Administrators Lead Counselor/Counseling Staff Communities in Schools Liaisons Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Direct teach behavior expectations for classroom, large gathering areas, hallways, assemblies including new COVID / health requirements. Strategy's Expected Result/Impact: Reduce disciplinary referrals Reduce ISS/OSS placements Improve academic performance Decrease dropout rate Improve school culture/climate Staff Responsible for Monitoring: Campus principal Administrators Safe and Civil Schools Committee All teachers/staff Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Posters for Established norms for every classroom and in public spaces. - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Monitor ISS to ensure that students are working productively for duration of placement. Strategy's Expected Result/Impact: Reduced ISS/OSS Placements Reduce course failures due to ISS/OSS placement Improve academic performance Decrease drop out rate Improve school culture/climate Staff Responsible for Monitoring: Campus administration ISS Teacher Department Heads Team Leaders Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				873

Strategy 5 Details	Reviews			
Strategy 5: Work with Communities in Schools program to provide additional counselor(s) to work with at-risk students and their parents to provide outside resources/assistance to keep students in school. Strategy's Expected Result/Impact: Reduce drop out rate Improve academic performance Improve school culture/climate Involve parents Staff Responsible for Monitoring: Campus principal Counselors Assistant Supt. for Administration Title I Schoolwide Elements: 2.4, 2.6, 3.1 - Comprehensive Support Strategy Funding Sources: Contracted Services - 199-SCE - \$48,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement the Restorative Practices model to ensure student accountability while minimizing punitive consequences. Strategy's Expected Result/Impact: Improve student academic performance Reduce ISS and OSS assignments Improve school culture/climate Staff Responsible for Monitoring: Campus administrators Counselors Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				874
Strategy 7 Details	Reviews			
Strategy 7: Develop comprehensive drug detection/enforcement plan in partnership with Liaison Officers and campus security monitors to help eliminate drugs on campus and in vehicles parked on campus along with an annual Red Ribbon campaign. Staff Responsible for Monitoring: Campus principals Asst principals Counselors CIS GCSD SLOs Campus security monitors Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Assign other consequence/intervention tiers for students prior to DALC placement where appropriate. Staff Responsible for Monitoring: Campus principal Asst principals Lead Counselor Staff Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Teach language registers to ensure that students utilize the appropriate language register in all communication. Strategy's Expected Result/Impact: Minimize inappropriate communication. Equip students with a life-long communication skill. Staff Responsible for Monitoring: Principal Dean of Instruction Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Utilize Behavior Coaches to monitor student behavior, to provide Restorative Practices "circles", and to train teachers on effective classroom management and relationship building. Strategy's Expected Result/Impact: Improve student behavior Reduce discipline referrals Improve student academic achievement Staff Responsible for Monitoring: Administrators Dean of Instruction Lead Counselor Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: Reduce student tardy referrals and increase daily rates of attendance by 10% over previous year.

Evaluation Data Sources: Student Tardy Data

Strategy 1 Details	Reviews			
Strategy 1: Continue the tardy program of sweeping students to class to reduce lost instructional time. Strategy's Expected Result/Impact: Decrease in the number of student tardies Increase student engagement and class attendance Staff Responsible for Monitoring: Campus principal Administration Teachers Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Additional computer/printer stations for Tardy Sweeps, staff assignments - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Revise Tardy Sweep process to ensure teacher presence in halls between all classes. Strategy's Expected Result/Impact: Decrease student tardy to class Improve student attendance Improve school culture/climate Staff Responsible for Monitoring: Campus principal Assistant principals Safe and Civil Schools Committee All teachers Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				876
Strategy 3 Details	Reviews			
Strategy 3: Revise attendance accountability process to increase parent notifications, receive documentation, and earlier interventions through the use of SKYWARD and automated systems. Strategy's Expected Result/Impact: Increased student attendance Notification reports Truancy letters Court referrals Staff Responsible for Monitoring: Asst principals Dean of Instruction Dir of Student Services Dir of Technology Attendance clerk	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide homeless students with necessary services, accelerated instruction, clothing, materials, supplies and transportation in order to attend school on a daily basis. Strategy's Expected Result/Impact: Student attendance data Achievement data Decreased dropout rates Staff Responsible for Monitoring: Campus admin Counselors Sp Ed Homeless liaison CIS Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide homebound services for students unable to attend school on a daily basis due to long-term illness, disability, pregnancy (student must meet criteria required for homebound services). Strategy's Expected Result/Impact: Homebound logs of service Staff Responsible for Monitoring: Campus admin Counselors Homebound teachers SP ED ARD facilitators DISD Homeless liaison	Formative			Summative
	Nov	Jan	Mar	June
				877
Strategy 6 Details	Reviews			
Strategy 6: Monitor/analyze tardy data on a weekly basis to identify at-risk behaviors and developing patterns. Strategy's Expected Result/Impact: Reduce tardies Increase learning time Staff Responsible for Monitoring: Grade level assistant principals Teachers Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: Support student participation in clubs, extracurricular activities, and student organizations by providing information about the variety that are available.

Evaluation Data Sources: Club/Organization Membership Data

Strategy 1 Details	Reviews			
Strategy 1: Educate students and parents about the clubs/organizations available to them for membership; establish "fairs" or "meet and greet" opportunities using Open House, Parent University, social media and other parent communication systems. Strategy's Expected Result/Impact: Club/organization communications Membership data Staff Responsible for Monitoring: Campus principal Lead counselor College & Career Center Coordinator Club/organization sponsors DISD webpage DISD Facebook DHS webpage DHS Facebook Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				878
Strategy 2 Details	Reviews			
Strategy 2: Utilize campus media (print and A/V) to advertise and promote club membership and participation. Strategy's Expected Result/Impact: Increased membership Staff Responsible for Monitoring: Journalism and A/V teachers College & Career counselor Club/organization sponsors Campus social media administrators Campus principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: Support school-health activities for all students on campus via an integrated system of programs.

Evaluation Data Sources: Program Evaluation Participant Rosters

Strategy 1 Details	Reviews			
Strategy 1: Implement a school wide fitness assessment for all students (Fitnessgram). Strategy's Expected Result/Impact: Fitness Gram data Staff Responsible for Monitoring: Assistant Athletic Director PE Teachers Funding Sources: Fitness Gram Assessments - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement school wide Red Ribbon Campaign to promote drug-free education & advocacy with students, families the communities to nurture the full potential of healthy, drug free youth. Strategy's Expected Result/Impact: Reduced DAEP placements Increased Red Ribbon Awareness and presence on campus Teacher/student survey Decreased ISS/OSS placements Decreased DALC placements Decreased dropout rate Staff Responsible for Monitoring: Campus administration Communities in Schools Liaisons Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				879
Strategy 3 Details	Reviews			
Strategy 3: Provide health advocacy seminars for students and staff during Parent University, booster club meetings, PTO meetings and Open House. Strategy's Expected Result/Impact: Seminar schedules and topics list Seminar attendance data Staff Responsible for Monitoring: Campus administration Lead counselor School nurse Food and Nutrition Staff Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement summer athletic and fine arts camps and programs for students. Strategy's Expected Result/Impact: Program attendance data Staff Responsible for Monitoring: DHS Athletic Director DHS Assistant Athletic Director DHS Fine Arts Directors DHS teachers and coaches DISD Fine Arts Director Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Promote membership and involvement of students in the District's Student Health Advisory Committee (SHAC). Strategy's Expected Result/Impact: Student membership data Staff Responsible for Monitoring: Campus administration Health Advisory Committee Chair Funding Sources: - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide information and access to required training and support interventions for staff that focus on prevention of suicide, identification of child abuse and maltreatment. Strategy's Expected Result/Impact: Documented required trainings provided for faculty/staff of DHS Staff Responsible for Monitoring: Campus administrators Counselors Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide student leadership opportunities through class officer elections, membership on Student Council, and membership on the DHS Principal Advisory Committee. Strategy's Expected Result/Impact: Improve student engagement Provide leadership training and experience Increase student participation in community service projects Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 5: Implement programs on campus to promote a positive school climate to foster safety on campus and reduce dropouts by 10%.

Evaluation Data Sources: Student/Teacher Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunity for abstinence/sex education for pregnancy prevention. Strategy's Expected Result/Impact: Participation data Decreased at-risk behaviors Staff Responsible for Monitoring: Campus administration Health/PE department chair School nurse Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement school wide Red Ribbon Campaign and other health initiatives to promote drug-free education & advocacy with students, families and the community to nurture the full potential of healthy, drug free youth along with general health awareness and education. Strategy's Expected Result/Impact: Reduced ISS/OSS placements Reduced DALC placements Increased Red Ribbon Awareness and presence on campus Teacher/student survey Decreased dropout rate Decreased student at-risk behaviors Staff Responsible for Monitoring: Administration Communities in Schools Liaisons Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				881
Strategy 3 Details	Reviews			
Strategy 3: Promote a college-going atmosphere on campus through AVID program and school wide implementation. Strategy's Expected Result/Impact: AVID program evaluation AVID program certification Campus climate survey (teachers/students) Staff Responsible for Monitoring: Campus administration AVID Administration/Coordinator Funding Sources: - 211-Title IA - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement a school-wide CharacterStrong training during second period each day that addresses goal setting, career planning, and the "soft skills" needed for success in post high school learning/work environments. Strategy's Expected Result/Impact: Improved school climate Reduction in discipline referrals Reduction in ISS/OSS placements Reduction in DALC placements Reduction in dropout rates Increased student attendance Increased student participation in school activities Staff Responsible for Monitoring: Campus administrators TE director Counselors Teachers Broadcast class teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Following the David's Law protocol and with the support of tech screening tools (P3 and Gaggle), we will focus on bullying education and prevention. We will also use the lessons from our CharacterStrong and Restorative Practices education programs as a springboard for these topics. Strategy's Expected Result/Impact: Improved school climate Reduction in reported bullying incidents Increased awareness of bullying protocols and procedures Staff Responsible for Monitoring: Campus administrators District technology Counselors Teachers Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				882
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 1: Parent participation in informational meetings will increase by 10% over previous year.

Targeted or ESF High Priority

Evaluation Data Sources: Meeting Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Continue to use the Naviance system to promote communication and education with parents and students. Strategy's Expected Result/Impact: Improve parent/student communication Staff Responsible for Monitoring: CTE director Lead counselor Counselors Funding Sources: Naviance program, Professional development for Naviance-High School Allotment funds - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase use of School Messenger, Remind 101, Facebook, Twitter, and other social media platforms to create personalize emails and phone calls/texts to parents about important events. Strategy's Expected Result/Impact: Improve parent/student communication Improve parent participation Improve school culture/climate Staff Responsible for Monitoring: Campus administration Counselors Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop process to implement Podcasts, Webcasts, comprehensive teacher webpages, and other remote meeting attendance platforms to broaden accessibility. Strategy's Expected Result/Impact: Improve parent/student communication Improve parent participation Improve school culture/climate Staff Responsible for Monitoring: Campus principal Director of Technology DISD Communications department Broadcasting/journalism teachers Title I Schoolwide Elements: 2.6, 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Increase in Parent Engagement Communication Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Facilitate PTO and Booster Club membership throughout the school year in connection with multiple campus functions/activities. Strategy's Expected Result/Impact: Increase parent Booster Club and PTO membership and participation Improve parent communication Staff Responsible for Monitoring: Campus principal Asst principals Directors/Coaches Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				884
Strategy 6 Details	Reviews			
Strategy 6: Distribute PTO and Booster Club Membership information to all students in registration materials Strategy's Expected Result/Impact: Increase parent membership and participation Improve parent communication Staff Responsible for Monitoring: Campus principal Assistant principals PTO Board Booster Club Board Counselors Directors/Coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Recruit parent and community members to be involved in Campus Improvement Committee; establish annual commitment for participation. Strategy's Expected Result/Impact: Improve parent communication Increase parent involvement & engagement Improve school culture/climate Staff Responsible for Monitoring: Campus admin Title I Schoolwide Elements: 2.6, 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Distribute monthly parent newsletter utilizing email, Facebook, and the DHS website. Strategy's Expected Result/Impact: Improve parent communication Increase parent involvement & engagement Improve school culture/climate Staff Responsible for Monitoring: Campus principal Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide advertising/sponsorship visibility and increase advertising value for DHS sponsors. Strategy's Expected Result/Impact: Increase sponsorships Improve business/industry involvement Improve communication Improve school image Staff Responsible for Monitoring: Dir of Communication Campus principal Dir of Athletics Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Work with McAdams and Kranz JHS to promote student transition activities for incoming ninth grade students and parents. Strategy's Expected Result/Impact: Improve transition experience for incoming ninth graders	Formative			Summative
	Nov	Jan	Mar	June

Improve parent communication Build trust/confidence with parents new to DHS Staff Responsible for Monitoring: Campus admin Title I Schoolwide Elements: 2.6, 3.1, 3.2 Funding Sources: - No Funding Required				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 2: The DHS campus website will be regularly maintained to include weekly updates.

Evaluation Data Sources: Website

Strategy 1 Details	Reviews			
Strategy 1: Designate personnel to manage the campus website and the DHS Facebook page. Strategy's Expected Result/Impact: Improve quality of the DHS web page and DHS Facebook page Increase parent/community involvement Increase Twitter traffic for communication purposes Improve school culture/climate Staff Responsible for Monitoring: Campus principal DISD Director of Communications Journalism/broadcast teachers College Career Center staff Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all infrastructure is in place to allow quality web publishing. Strategy's Expected Result/Impact: Improve communication with parents, students, community Improve school culture/climate Staff Responsible for Monitoring: Campus principal Director of Technology Journalism/broadcast teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 3: Increase parent awareness of their access to student data (i.e. grades, transcripts, schedules, attendance, etc.) via Naviance and Skyward by sharing information on these systems at both the September and January Parent University (Open House) nights.

Evaluation Data Sources: Naviance/ Family Access Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure all parents have access to SKYWARD and NAVIANCE Strategy's Expected Result/Impact: Increase parent access to student performance data Improve communication Improve school culture/climate Staff Responsible for Monitoring: Director of Communications Campus principal Assistant principals CTE Director Counselors College Career Center staff Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parent access portals on campus. Provide parents with access to information in their home language. Progress Reports and 9 Week Report cards are regularly made available to parents in Skyward. Strategy's Expected Result/Impact: Increase parent access to student performance data Improve communication Improve school culture/climate Staff Responsible for Monitoring: Campus principal DHS librarians Director of Technology Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 4: DHS will schedule a variety of parent and family engagement meetings monthly during the school year in order to strengthen involvement between the home and school as evidenced by agendas and sign-in sheets.

Targeted or ESF High Priority

Evaluation Data Sources: Sign in Sheets, Picture/Videos, PowerPoint Presentations, Parent Participation, Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide Fish Camp Orientation for incoming Ninth Graders and Parents--August 2021 Strategy's Expected Result/Impact: Get to know our incoming ninth graders and their parents. Staff Responsible for Monitoring: Ninth Grade Associate Principal Ninth Grade Assistant Principals Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Schedule a Community Prayer Breakfast for Local Ministers and Community Leaders --September 2021 and January 2022 Strategy's Expected Result/Impact: Local Ministers have significant influence with our parents and the community. This breakfast meeting provides our local ministers with the opportunity to get to know the campus leadership and to build trust between the school and the local churches. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				889
Strategy 3 Details	Reviews			
Strategy 3: Provide Booster Club Training and Orientation for Parent Booster Club leaders--August 2021 Strategy's Expected Result/Impact: Provide training in the acceptable processes that Booster Clubs should follow to ensure transparency and effectiveness of our parent support programs. Staff Responsible for Monitoring: Principal DISD Business Office Athletic Department Leaders Fine Arts Department Leaders Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Schedule the DHS Fall Open House --September 2021 Strategy's Expected Result/Impact: Provide an opportunity for parents and teachers to know each other and to work together to ensure the academic and social success of all students. Staff Responsible for Monitoring: Principal Lead Counselor Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Schedule and conduct an Orientation and AP Exam Registration Information for Parents of AP students--September 2021 Strategy's Expected Result/Impact: Provide parents with the opportunity to experience the rigor of the PreAP/AP curriculum so that they can better support their student's academic achievement. Staff Responsible for Monitoring: Principal Dean of Instruction Lead Counselor Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Schedule a College Fair and Financial Aid Night for Students and Parents November 2021 Strategy's Expected Result/Impact: Provide parents with assistance in completing financial aid forms for their student's college admissions packets. Staff Responsible for Monitoring: Principal Lead Counselor College and Career Counselor Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Schedule the Spring Open House and Parent University--January 2022 Strategy's Expected Result/Impact: Provide an opportunity for parents and teachers to know each other and to work together to ensure the academic and social success of all students. Staff Responsible for Monitoring: Principal Lead Counselor Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: 8th Grade Student/Parent Orientation to High School February 2022 Strategy's Expected Result/Impact: Provide orientation to high school for incoming ninth grade students and parents in preparation for course selection and endorsement planning. Staff Responsible for Monitoring: Lead Counselor Principal Dean of Instruction Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Top 20 Banquet for Parents of top performing students --March 2022 Strategy's Expected Result/Impact: Recognize and celebrate the top performing students and their parents for their dedication to excellence in education. Staff Responsible for Monitoring: Lead Counselor Principal Title I Schoolwide Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Schedule Monthly activities to encourage Parent Engagement. Strategy's Expected Result/Impact: Provide meaningful, timely and relevant learning/informational activities for parents to encourage parental involvement. Staff Responsible for Monitoring: Parent Engagement Coordinator School Principal Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211-Title IA - 211-0-61-001-30-29-6119-DW - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Dickinson High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Develop a set of standard questions and an interview rubric for scoring responses to be used by all DHS committees to interview teacher applicants during spring staffing.

Evaluation Data Sources: Turn-over Rate, standardized interview documentation

Strategy 1 Details	Reviews			
Strategy 1: Utilize interviewing questions to ensure all standards for evaluation are measured through the interview process. Strategy's Expected Result/Impact: Standardization of hiring process Hire highly-qualified applicants Staff Responsible for Monitoring: Campus administrators Department chairpersons Interview teams TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Require all clerical candidates to demonstrate Microsoft skills proficiency. Strategy's Expected Result/Impact: Consistent Use of Skills Tests as part of interview process Hire highly-qualified applicants Staff Responsible for Monitoring: HR Director Campus administrators Department heads TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Dickinson High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: Develop comprehensive Mentor Program on campus to include professional development, classroom observations, and regular meetings for both new teachers and mentors including monthly district and campus meetings.

Evaluation Data Sources: Mentor Assignments, New Teacher Survey/Input

Strategy 1 Details	Reviews			
Strategy 1: Assign a master teacher as a mentor to each teacher who is new to teaching and a teacher "buddy" to each teacher who is new to the district/campus, provide structured feedback, & facilitate monthly meetings for new teachers during Lunch & Learns with Dean of Instruction. Strategy's Expected Result/Impact: Improve campus support for new teachers Improve new teacher performance Improve teacher retention rate Improve school culture Staff Responsible for Monitoring: Campus administration Dean of Instruction Funding Sources: Articulated Mentor/Buddy Responsibilities - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide recognition at faculty meetings showcasing/highlighting classroom successes, student achievements, teacher achievements, etc. Strategy's Expected Result/Impact: Increase teacher recognition Improve teacher retention rate Improve school culture Staff Responsible for Monitoring: Campus principal Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Dickinson High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 3: Provide all campus staff with a minimum of two (2) professional development opportunities each school year.

Evaluation Data Sources: Professional Development attendance data

Strategy 1 Details	Reviews			
Strategy 1: Encourage participation and provide funding for teachers and staff to attend rigorous, relevant and timely Professional Development opportunities through careful communication and ensure all understand the process for registration. Provide professional development opportunities for all teachers and support staff in research-based strategies for effectively working with ALL students including but not limited to those who are identified as Special Ed 504 At-Risk GT Other Health Impaired Strategy's Expected Result/Impact: Improve instruction Improve teacher self-efficacy Improve school culture Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
				894
Strategy 2 Details	Reviews			
Strategy 2: Embed professional development opportunities into faculty and department meeting time to promote the goals of the campus utilizing Schoology and Global PD. Strategy's Expected Result/Impact: Improve instruction Improve teacher self-efficacy Improve school culture Staff Responsible for Monitoring: Principal Dean of Instruction Campus Administrators Curriculum Specialists AVID Site Team PLC Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Printed Materials/Handouts, Electronic Resources, Planning time for PD Teams - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide on-going professional learning opportunities for paraprofessional staff. Strategy's Expected Result/Impact: Improve clerical efficiency Improve school culture Improve service to parents, students, and teachers Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Dickinson High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 4: Provide teachers and staff with regular opportunities for input in the decision-making process through membership/representation on the Campus Improvement Committee, the PLC Guiding Coalition, the AVID Site Team and cultivate multiple opportunities for leadership in all areas on the campus evidenced by our tiered system of leadership (administrator, department chair, team leads) in all content areas.

Evaluation Data Sources: Committee Agendas, Minutes, Attendance data

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team, the Campus Improvement Team, the AVID Site Team, and the PLC Guiding Coalition will meet regularly to review/analyze student achievement data, to plan school activities, and to advise the principal in all areas including but not limited to: instruction, organization/logistics, parent involvement, development of curriculum, master schedule development, student engagement, attendance, etc. Strategy's Expected Result/Impact: Improve communication and address curriculum and instruction concerns and/or issues. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Revise membership of CIC to ensure each department is sufficiently represented and follow rotation schedule to ensure continuity and new membership each year. Strategy's Expected Result/Impact: Improve CIC membership effectiveness Ensure CIC membership rotation Staff Responsible for Monitoring: Campus Principal Funding Sources: membership rosters - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize the Instructional Leadership Team to serve as the School Safety Committee to advise the principal and to bring safety concerns to the leadership team. Strategy's Expected Result/Impact: Improve communication and address safety concerns Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Maintain an organizational structure in all departments that includes a supervising Administrator, a Department Chairperson, and Content Team Leaders so that communication is accurate, timely, relevant, purposeful, and meaningful to all stakeholders. Strategy's Expected Result/Impact: Improve communication Improve instruction Staff Responsible for Monitoring: Campus principal Administrators Dept chairs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Support the efforts of aspiring leaders and advanced degree pursuits through provision of observation hours, leadership assignments, and inclusion in leadership roles. Increase opportunities for leadership for all teachers/staff by broadening the assignment of roles and responsibilities in departments, committees, site teams and content teams. Strategy's Expected Result/Impact: Increased teacher / leader participation in campus activities Meeting agendas / membership as evidence Staff Responsible for Monitoring: Campus principal Dean of Instruction Dept chairs TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				897

Goal 4: Dickinson High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 5: Provide campus supports to ensure that DHS actively operates as a Professional Learning Community by creating common planning time in the master schedule and ongoing training in the tenets of an effective PLC.

Evaluation Data Sources: Department and Team meeting minutes and sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Provide common conference time for all teachers within the same content/grade level to allow for collaboration and planning. Assign team leaders/departments chairs to lead and facilitate collaboration efforts within teams/departments. Strategy's Expected Result/Impact: Improve instruction Increase teacher collaboration Improve school culture/climate Improve student performance on STAAR EOC Staff Responsible for Monitoring: Campus principal Lead counselor Dean of Instruction Instructional Specialists Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				898
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for core academic teachers and CTE teachers to collaborate, plan, and integrate curriculum to ensure college/career readiness for all students. Strategy's Expected Result/Impact: Improve instruction Increase teacher collaboration Improve school culture/climate Improve student performance on STAAR EOC Improve completion rates for coherent sequence of courses Increase in the number of CTE certifications/license Staff Responsible for Monitoring: Campus administrators CTE director TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize Global PD training from Solution Tree to improve our implementation and on-going support for collaborative planning. Strategy's Expected Result/Impact: Cohesive, consistent understanding and use of the power of being a Professional Learning Community Increased productivity Staff Responsible for Monitoring: Principal Dean of Instruction Department APs Department chairs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 4: Dickinson High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 6: Hire highly qualified teachers who mirror our student demographic composition.

Evaluation Data Sources: Increase the number of male, Black/African American, and Hispanic teachers and staff members.

Strategy 1 Details	Reviews			
Strategy 1: Recruit highly qualified/effective teachers for all content areas Strategy's Expected Result/Impact: Increase the number of highly-qualified minority teachers Increase the number of highly-qualified male teachers Staff Responsible for Monitoring: DISD Dept. of Human Resources Campus principal/administration TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for teachers who are not highly qualified to attend professional development, conferences, and additional training in their core area to assist them in attaining/passing qualifications in order to become highly qualified during the school year. Strategy's Expected Result/Impact: Increase the number of teachers who receive their certification through alternative programs Improve retention of effective teachers Staff Responsible for Monitoring: Campus principal Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Professional development opportunities/training for required certification - 211-Title IA, Professional development opportunities/training for required certification - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				900
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 1: Teachers will use technology to enhance and support instruction for all students as evidenced by library data reports and ongoing regular sign-outs of Chromebook and Laptop Carts within all departments.

Evaluation Data Sources: Observations/DTAS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Monitor and maintain system for submitting facility and technology work orders for clarity and efficiency of the process. Strategy's Expected Result/Impact: Timely submission/completion of work orders Improve communication Reduce duplicate work orders Staff Responsible for Monitoring: Campus administrators O & F Department DISD Tech dept Teachers/staff Funding Sources: Work order forms - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for all teachers for integration of technology into instruction with an emphasis on non-traditional "brick and mortar" instructional settings including Schoology and Solution Tree Global PD. Besides expansion in classrooms, teachers will be fluent in providing tech-supported lessons in a virtual home-based setting as needed and to ensure on-going communication with parents. Strategy's Expected Result/Impact: Enhance, enrich and extend instruction. Improve instruction Readiness for virtual / home requirements Staff Responsible for Monitoring: Campus administrators Director of Technology Instructional Technology Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 2: The teacher workroom will be adequately stocked, well-organized, and professionally staffed to ensure that all instructional copy orders are completed accurately and within 24 hours of submission.

Evaluation Data Sources: Observations Teacher Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Continuous review of Teacher Workroom/Copy Room procedures to make submission of orders easier and more efficient for teachers. Strategy's Expected Result/Impact: Streamline process Improve efficiency Improve instruction Staff Responsible for Monitoring: Copy room clerk Supervising administrator Teachers/staff Funding Sources: Copy room clerk - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

902

Goal 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 3: 100% transparency of the development and management of the DHS budget will be provided to all DHS stakeholders through the Campus Improvement Committee as evidenced by CIC agendas.

Evaluation Data Sources: Budget Analysis

Strategy 1 Details	Reviews			
Strategy 1: Utilize Campus Improvement Committee input to direct budget appropriations and spending; make budget reports a regular agenda item. Strategy's Expected Result/Impact: Efficient utilization of allocated resources Improve communication Improve transparency Improve classroom instruction Improve/expand teacher training opportunities Staff Responsible for Monitoring: Campus principal Assistant principals CIC Members Bookkeeper Funding Sources: Budget data, CIC meeting minutes - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue 903				

Goal 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 4: Dickinson High School will continue to provide a ninth grade center to ensure the successful transition of students from a junior high environment to a senior high school environment.

Targeted or ESF High Priority

Evaluation Data Sources: Successful completion of ninth grade (7 credit at the end of the 2019-2020 school year)

Strategy 1 Details	Reviews			
Strategy 1: Ninth grade students will be scheduled into all four core classes with teachers on the ninth grade center campus. Strategy's Expected Result/Impact: Provide a smaller, more intimate learning environment to ensure a smooth transition into high school Staff Responsible for Monitoring: Principal Associate Principal Lead Counselor Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Bond, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish procedures, expectations for behavior and protocols for the ninth grade campus. Strategy's Expected Result/Impact: Provide infrastructures, policies, and procedures to support the ninth grade transition year. Staff Responsible for Monitoring: Principal Associate Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Local Funding	Formative			Summative ⁹⁰⁴
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Dickinson High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.08
Allison, K.	Instructional Support		.33
Arrendondo, N	Paraprofessional		.17
Baldwin, K	Instructional Support		.17
Bissonnet-Cutaia, V.	Instructional Support		.17
Blakely, J.	Instructional Support		.17
Borsellino, T.	Instructional Support		.50
Bruysschaard, J.	Instructional Support		.17
Cloyd, S.	Instructional Support		.75
Coleman, H.	Instructional Support		.17
Dowell, N.	Instructional Support		.33
Eader, S.	Instructional Support		.17
Edwards, J.	Instructional Support		.66
Ellis, R.	Instructional Support		.17
Etchberger, K.	Instructional Support		.17
Farias, E.	Instructional Support		.50
Franklin, P.	Instructional Support		.17
Grabbe, K.	Instructional Support		.25
Guidry, T.	Instructional Support		.33
Hester, T.	Instructional Support		.33
Jasso, R.	Instructional Support		.50
Jenkins, J	Paraprofessional		.17
Jones, H.	Instructional Support		.33
Lind-Olson, J.	Instructional Support		.17
Lindsey, C.	Instructional Support		.16
Macheska, R.	Instructional Support		.17

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Milutin, M.	Instructional Support		.17
Mustiful, A.	Instructional Support		.17
Neumann, L.	Instructional Support		.33
O'Neal, R.	Instructional Support		.17
Revuelta, R.	Instructional Support		.33
Rozas, R.	Instructional Support		.83
Snelson, C.	Instructional Support		.16
Spaniel, D.	Instructional Support		.50
Stewart, B.	Instructional Support		.17
Stubbs-Trevino, R.	Instructional Support		.17
Tucker, T.	Instructional Support		.50
Wasden, S.	Instructional Support		.50
Watkins, C.	Instructional Support		.17
Westerlage, H.	Instructional Support		.33

906

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, C.	Reading Interventionist Teacher		1.0
Carse, J.	AVID Teacher		1.0
Eanes, R	English EOC Intervention		1
Ford, R.	Instructional Support Paraprofessional		1.0
Gaines, S.	Instructional Support Paraprofessional		1.0
Kaemmer, P.	English EOC Intervention		1.0
Wheat, J	English EOC Intervention		1

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		211-8-13-001-30-24-6200-DW	\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	9			\$0.00
1	1	25		211-0-11-001-30-29-6399-00	\$56,848.00
1	3	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	5	3			\$500.00
3	4	10		211-0-61-001-30-29-6119-DW	\$2,500.00
4	6	2	Professional development opportunities/training for required certification		\$0.00
Sub-Total					\$59,848.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	17		255-0-13-001-30-29-6411-00	\$34,217.00
1	1	22		255-0-13-001-30-29-6411-00	\$34,217.00
4	3	1			\$0.00
4	3	3			\$0.00
4	6	2	Professional development opportunities/training for required certification		\$0.00
Sub-Total					\$68,434.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	6	1			\$0.00
2	1	5	Contracted Services		\$48,000.00

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	5			\$0.00
2	5	1			\$0.00
Sub-Total					\$48,000.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher salaries for extended day and Lighted Windows Open Doors		\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	14			\$0.00
1	1	16			\$0.00
1	1	24			\$0.00
1	1	27			\$0.00
1	1	28			\$0.00
1	1	29			\$0.00
1	1	30			\$0.00
1	2	1	Professional development for PAP/AP teachers, Collaborative planning time for PAP/AP teachers		\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	6	Resources for new courses i.e. textbooks		\$0.00
1	2	9			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$0.00
1	3	7			\$0.00
1	4	1			\$0.00
1	4	2	Contracted Services		\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	2			\$0.00
2	1	2			\$0.00
2	1	3	Posters for Established norms for every classroom and in public spaces.		\$0.00
2	1	4			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	2	1	Additional computer/printer stations for Tardy Sweeps, staff assignments		\$0.00
2	4	1	Fitness Gram Assessments		\$0.00
2	4	2			\$0.00
2	4	4			\$0.00
2	4	6			\$0.00
2	5	2			\$0.00
2	5	4			\$0.00
2	5	5			\$0.00
3	1	1	Naviance program, Professional development for Naviance-High School Allotment funds		\$0.00
3	1	4			\$0.00
3	3	1			\$0.00
3	4	2			\$0.00
4	2	1	Articulated Mentor/Buddy Responsibilities		\$0.00
4	3	2	Printed Materials/Handouts, Electronic Resources, Planning time for PD Teams		\$0.00
4	5	2			\$0.00
4	6	1			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	2			\$0.00
5	1	2			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
Sub-Total					\$0.00
State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
1	1	23			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	6	2			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	11			\$0.00

No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
1	1	13			\$0.00
1	1	15			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
1	1	20			\$0.00
1	1	21			\$0.00
1	1	26			\$0.00
1	1	31			\$0.00
1	2	5	Professional development		\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	3	9			\$0.00
1	4	3			\$0.00
1	5	3			\$0.00
2	1	8			\$0.00
2	2	2			\$0.00
2	4	3			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00

No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3			\$0.00
3	4	4			\$0.00
3	4	5			\$0.00
3	4	6			\$0.00
3	4	7			\$0.00
3	4	8			\$0.00
3	4	9			\$0.00
4	1	1	TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models		\$0.00
4	1	2			\$0.00
4	2	2			\$0.00
4	4	1			\$0.00
4	4	2	membership rosters		\$0.00
4	5	1			\$0.00
5	1	1	Work order forms		\$0.00
5	2	1	Copy room clerk		\$0.00
5	3	1	Budget data, CIC meeting minutes		\$0.00
Sub-Total					\$0.00
Bond					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$176,282.00

Addendums

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Dickinson Continuation Center

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Campus Improvement Plan 2021-2022

Not Rated: Declared State of Disaster 2019-2020

District Mission Statement

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

District Vision

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

District Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Goal 3: DISD will make family and community partnerships a priority

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Goal 5: DISD will provide operational services to support the success of student learning.

Goal 1: We will provide effective teaching and learning experiences for all students resulting in continuous success.

Campus Performance Goal: **All students in DCC will successfully complete the academic requirements needed to graduate with their 4-year cohort. Upon graduation, all DCC students will be prepared to successfully enter a post-secondary program of their choosing.**

Goal 2: We will provide a physically and emotionally safe, healthy, and equitable environment.

Campus Performance Goal: **Through participation in our THRIVE and BACODA programs all DCC students will improve their self-confidence, self-belief, self-discipline, and self-worth, resulting in improved academic performance, improved attendance rates, and reduced discipline issues.**

Goal 3: We will make family and community partnerships a priority

Campus Performance Goal: **DCC will ensure parental communication remains strong and consistent, focusing on the importance of working together with parents as a team to help every student succeed. Through partnerships with the Texas Workforce Commission, College of the Mainland, and other community assets, DCC will ensure every student has a post-secondary plan upon graduation.**

Goal 4: We will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Campus Performance Goal: **DCC will hire staff who dedicate themselves to ensuring the success of every child.**

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Goal 5: We will provide operational services to support the success of student learning.

Campus Performance Goal: **DCC will apply fiscally sound management procedures to maintain a balanced budget, incorporate technology into its instruction, maintain energy consumption, and responsible campus maintenance.**

Needs Assessment for the Dickinson Continuation Center 2021-2022

VISION

We will develop change makers who exhibit confidence, who consistently focus on self-growth, who collaborate and communicate well with others, resulting in their readiness to contribute to the world in productive and meaningful ways.

MISSION

We use Confidence in self, Consistency in effort, Collaboration among all, and quality Communication as the foundations for creating Change-Makers within our school.

5 C's-OUR GUIDING PRINCIPLES

CONFIDENT: WE WILL be confident in our abilities to teach and instill in our students the confidence in their abilities to learn.

CONSISTENT: WE WILL hold all students to the same high expectations and standards, every day in every class.

COLLABORATE: WE WILL ensure we collaborate daily, and work as a team towards a unified vision.

COMMUNICATE: WE WILL establish and maintain strong lines of communication with our team, our students, our parents, and other campuses in DISD.

CHANGE-MAKER: WE WILL work tirelessly together to develop students who have a strong work ethic, understand the value of education, are goal oriented, and are ready to contribute to the world in productive and meaningful ways.

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Comprehensive Needs Assessment

The **Dickinson Continuation Center** is a non-disciplinary Alternative Education Campus of Choice, and is evaluated using Alternative Education Accountability standards. DCC is a public 8-12th grade high school for students “at risk” of dropping out of school and is located within the Dickinson Independent School District.

Students interested in DCC begin an application process which includes a personal interview. Before a student is enrolled in DCC, the application process must be completed, and academic and discipline records are reviewed to determine if DCC is the best educational setting for the applicant. If it is determined that DCC is not the best educational environment, the student may attend the traditional high school campus or other alternatives may be discussed.

The Dickinson Continuation Center offers flexible scheduling; this type of scheduling allows students with various occupational, personal, or academic needs to remain in school and pursue a high school diploma. Curriculum is delivered through a multitude of methods, including computer-based and direct instruction, credit-by-exams, credit recovery, community-based learning projects as well as cross-curricular projects, to satisfy state graduation requirements. Any student requiring/requesting additional support, to meet state assessment standards or course completion, is served according to their individual needs. Graduating seniors are assisted in filling out financial aid and post-secondary education applications. College of the Mainland advisors and Military recruiters will be on campus to help students plot a path after graduation. Students desiring to enter the workforce directly upon graduation, as well as while attending high school, are assisted in filling out job applications and online profiles. All students are provided with a wealth of information pertaining to financial aid, scholarships, colleges, trade programs and current job opportunities and trends.

DCC students can address personal issues with an on-site licensed counselor and referrals to outside agencies are made when deemed necessary.

The Dickinson Continuation Center served 70 students in grades 8-12 2020-21 TEA Fall Submission) and continues to interview and enroll students throughout the school year.

In order to maintain compliance with the Alternative Accountability standards, DCC will maintain a student population in which at least 75% of the enrolled students⁹¹⁹ are identified as “at risk” of dropping out of school. During the 2020-2021 school year, 60 of the 70 students enrolled were met criteria as “at risk” (86%). The Continuation Center offers a non-traditional school setting and provides a multitude of instructional delivery methods designed to meet the individual needs of students.

According to PEIMS snapshot data of 2020-2021 the student population breakdown of enrollment by ethnicity was: 11 African-American, 20 White, 38 Hispanic-Latino, 0 Asian, and 1 of two or more races. The teaching staff (as of 2018-2019 Staff Summary Report) consisted of 1 African-Americans, 8 White, 0 Asians, 1 Native Hawaiian or Other Pacific Islander and 2 Hispanic; 3 male and 10 female with an average of approximately 12.2 years of teaching experience. 100% of the DCC staff was highly qualified.

The Dickinson Continuation Center has served 2 English Learner students, 0 (zero) students in the Gifted and Talented program, 3 students identified for 504 services and 3 student who received special education services. 86% of the DCC students are considered “at-risk”.

The Dickinson Continuation Center will use local funds to provide parent involvement activities, local and federal funds for professional development for staff and faculty and state compensatory funds for direct instructional support for academics acceleration. DCC will utilize federal funding to aid students who are identified as homeless.

Based on current data (and the current accountability measures), the academic goals for 2021-2022 are as follows:

- Increase student's confidence and skill in proactively dealing with the many social and emotional issues they will encounter in their lives. Our THRIVE program will provide every student with the knowledge and skills needed to better handle the social and emotional issues they all will deal with, not only in school, but once they graduate from school as well.
- Students will prepare and strive for achievement on the state mandated End-of-Course exams.
- Attend and work toward continuous improvement in attendance through daily parent notification through school personnel, school messenger, Remind, and parent access.
- Students not meeting state assessment standards will receive additional assistance through an Accelerated Learning Program based on the requirements outlined in HB 4545.
- Students taking EOC classes will be enrolled in homogeneous classes working with direct instruction and hands on TEKS based activities that encourage higher order thinking as well as computer instruction, which will increase student scores. The hiring of an Academic Tutor in Math will be utilized to help increase Algebra 1 EOC scores.
- Increase student attendance so that academic performance will be enhanced as a result, which will improve the student's chance of graduating, therefore reducing the drop-out rate.
- Increase the number of students who take and pass the TSI test.
- Improve our CCMR scores on our state accountability ratings.
- Reduce the number of students who drop-out or fail to complete for various reasons though tracking, home visits, consistent parental contact, and constant monitoring.
- Recruit over age rising seniors who are at risk for not graduating in 4 years from DHS.
- Increase the number of students who graduate with their 4-year co-hort.
- Continue to refine our portfolio course that DCC students are required to complete that prepares them for either college, military, or workforce to address the areas to which we fell short of the required target.
- Monitor student's progress continually in each Edgenuity class and provide incentives to stay on pace to complete classes on time to improve our graduation rate, as we missed system safeguards in all student groups.
- Utilize Credit Recovery classes to allow students more opportunities to graduate with their 4-year co-horts to address the areas to which we fell short of the required target.
- Continue regular visits from the College of the Mainland College advisor based at DHS, as well as military recruiters
- Provide information to students about opportunities through the Texas Workforce Commission, and other community partners.
- Ensure graduating Seniors are provided with information on scholarship opportunities to help with costs in a post-secondary program.
- Use data to drive our instruction to provide differentiated instruction to increase the number of students who meet grade level on the STAAR test, or better to address the areas to which we fell short of the required target.
- Coordinate scheduled trips to local community colleges to expose students to the opportunities that exist close to home as well as universities and colleges outside of the area.

Site-Based Decision-Making Process

The Dickinson Continuation Center will follow federal, state, and district policies in developing and implementing the Campus Improvement Plan. Community and parental input, along with staff input, will be a key component in decisions related to the use of federal, state, and local funds used to strengthen the campus mission. These key members will address, monitor, and modify strategies to ensure that the most effective strategies are being practiced promoting academic and social growth of all students.

The site-based decision-making team looked at the following data:

- Computer-based assessments from programs such as Edgenuity
- PEIMS Data
- Texas Performance Reporting System Data
- Teacher Input
- Student Surveys
- Parent Surveys
- Benchmark Results
- Tutorials
- STAAR Scores
- TELPAS data
- Student Attendance
- Discipline Reports
- Entry/Withdrawal Forms
- Drop-Out Data
- Staffing
- Budget/Budgetary Guidelines
- Staff Development Surveys
- Student Input
- Graduation Data

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2021-2022 Campus Improvement Plan Committee Members

<u>Name</u>	<u>Job/Title</u>
David McConnell	Campus Principal
Katherine Daley	Counselor
Matthew Boutin-Bloomberg	Teacher
Michaelann Shumate	Teacher
Pam Presley	Teacher
Pam Porter	Paraprofessional
Robert Cobb	Administration
Ann Zamora	Community Member
Gary willingham	Teacher

The Dickinson Continuation Center 2021-22 Campus Improvement Plan

Campus Goal #1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective: All students in DCC will successfully complete the academic requirements needed to graduate with their 4-year cohort. Upon graduation, all DCC students will be prepared to successfully enter a post-secondary program of their choosing.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Teachers, administrators, and staff will participate in Professional Learning Committees		Principal, Classroom Teachers, Staff	Minutes, agendas, feedback, formative assessment strategies, input, walkthroughs, observations Focused on addressing Dufour's questions #2 and #3-How do we know if they are learning? What are we doing when they are not learning?	Improvement of teaching strategies in the classroom leading to mastery by students on state tests, fulfilling the requirements needed for graduation, and preparation for a post-secondary program	Aug-May			
Schedule students, identified as still needing to pass their EOC's after multiple attempts, into specific periods focused on direct teach	Academic Tutor for Math	Teachers, Counselor, Principal	Master Schedule-creation of sections focused on helping students who have taken their EOC's multiple times, to better prepare for success on the next administration	Students successfully achieve Approaches on their next EOC administration	Aug-May			922
Implement the HB 4545 Accelerated Learning Plan	Academic Tutor for Math	Teachers, Principal	ALP Logs ensuring each eligible student received 30 hours of accelerated EOC instruction.	Students successfully achieve Approaches on their next EOC administration	Aug-May			
All Seniors will take the TSI in preparation for a post-secondary program	COM Advisor	Teachers	All Seniors will take the online TSI twice during the school year	All Seniors will be eligible to attend a post-secondary program	Aug-May			
Students attending DCC will graduate with their 4-year cohort, or earlier		Principal, Counselor, Teachers	Graduation Plans, Skyward schedules, Edgenuity course grades, parent communication logs, report cards, progress reports	All students attending DCC will graduate on time or earlier	Aug-May			

Campus Goal #2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective: Through participation in our THRIVE and BACODA programs all DCC students will improve their self-confidence, self-belief, self-discipline, and self-worth, resulting in improved academic performance, improved attendance rates, and reduced discipline issues.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Implement THRIVE into the daily schedule for all students	Character Strong	Principal, Counselor, Classroom Teachers, Staff	Each program is scheduled a 15–20-minute period during the day for Social-Emotional Learning. Character Strong will be the foundation for the curriculum taught during the THRIVE period	Students will be better prepared to proactively deal with life's Social-Emotional challenges. Academic success and Attendance will improve, while Discipline issues will be reduced	Aug-May			
BACODA will be housed at DCC and will serve all students providing drug education, especially regarding the dangers of vaping	BACODA	Principal, Counselor, BACODA Staff	BACODA presentations, BACODA one on one meetings, BACODA small group meetings, BACODA parental consent forms	Students learn the dangers of drug usage and vaping, and do not engage in those behaviors anymore. The number of discipline referrals related to vaping or drug usage will decrease	Aug-May		923	

Campus Goal #3: DISD will make family and community partnerships a priority

Performance Objective: DCC will ensure parental communication remains strong and consistent, focusing on the importance of working together with parents as a team to help every student succeed. Through partnerships with the Texas Workforce Commission, College of the Mainland, and other community assets, DCC will ensure every student has a post-secondary plan upon graduation.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Parental Contact at least four times per 9 weeks for every student		Principal, Teachers	Parent Contact logs, Skyward Teacher Call Log	Increased academic achievement, increased attendance rates, reduction in discipline referrals	Aug-May			
Increase communication with Texas Workforce Commission to provide students with career options post-graduation	TWC	Principal Counselor TWC representative	Information TWC flyers, TWC contact information for students, TWC student referrals	Increased career opportunities for students upon graduation from DCC	Aug-May			
College of the Mainland Partnership	COM	Principal, Counselor, Teachers	TSI sign ups, COM Advisor meetings, scholarship information, COM field trips	Increased number of students committing to attend COM post-graduation	Aug-May			924

Campus Goal #4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective: DCC will hire staff who dedicate themselves to ensuring the success of every child.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Implementation of Professional Learning Communities		Principal, Teachers	Minutes, agendas, feedback, formative assessment strategies, input, walkthroughs, observations Focused on addressing Dufour's questions #2 and #3-How do we know if they are learning? What are we doing when they are not learning?	Improvement of teaching strategies in the classroom leading to mastery by students on state tests, fulfilling the requirements needed for graduation, and preparation for a post-secondary program	Aug-May			
High attendance rate for all teachers.		Principal	Teacher daily attendance (EAC)	Improvement of teaching strategies in the classroom leading to mastery by students on state tests, fulfilling the requirements needed for graduation, and preparation for a post-secondary program	Aug-May			925
Hire high quality/certified teachers.		Principal, Dir. Of HR	Scheduled interviews with qualified candidates Employment of certified teachers	All teachers are certified in their subject areas	June-Aug			
Provide teachers with curriculum for subjects taught.		Principal Team Leaders	Lesson plans Observations Result of local and EOY state assessments.	Aligned Curriculum	Aug-May			

Campus Goal #5: DISD will provide operational services to support the success of student learning.

Performance Objective: DCC will apply fiscally sound management procedures to maintain a balanced budget, incorporate technology into its instruction, maintain energy consumption, and responsible campus maintenance.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Emphasize energy reduction through energy conservation.	none	Principal, Staff	Staff implementing energy conservation on a daily basis /report of classroom conservation from Director. Campus report of energy conservation from Director	Lower energy bills	Aug-May			
Monitor campus budgets, timelines, and expenditures to ensure compliance with all district/state/federal policies.	none	Principal	Documented budget expenses and reports. Staffing budget for 2019-2020.	Balanced Budget	Aug- July			
Students and staff will follow district guidelines regarding use of technology.	none	All campus staff members	Signed Acceptable Use Agreements Documented instances of abuse.	Technology is used appropriately for student educational needs	Aug-May			926
Provide training to all teachers on the effective use of available technology.	none	Technology Curriculum Specialists	Sign-in sheets, agendas Observations and documentation of technology used during classroom observations/summative meeting with principal.	Teachers employ the uses of technology in their classroom	Aug-May			
Maintain and upgrade technology as needed throughout the school year	none	Principal, Teachers	Documented calls to the help desk.	Repairs completed	Aug-July			

2021-2022 State Compensatory Education Program

State Compensatory Education (SCE) funds are being used to enhance the Title I Schoolwide Programs on 12 of our campuses and provide support to our alternative campuses by using the funds to: (1) close the achievement gap between at-risk and non-at-risk student (as measured by STAAR), focus on reading, writing, mathematics, science, and social studies instruction; and (2) close the dropout rate gap between at-risk and non-at-risk students.

The District/Campuses use the state criteria for determining students 'at-risk'. Students identified as at-risk will meet one or more of the following criteria:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument; (Did not pass STAAR,)
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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Dickinson ISD designated \$801,566 of State Compensatory funds for our alternative programs at Dickinson Continuation Center which are used for:

- Professional and paraprofessional instructional support for students; guidance and counseling;
- Supplemental funds for classroom resources/materials/supplies that will help accelerate student learning
- Curriculum and Instruction support;
- Health Services:

Dickinson Independent School District

Eugene Kranz Junior High

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Mission Statement

We ensure all students learn at high levels.

Vision

We believe the most effective way to realize our mission is to build capacity in each individual as an effective member of the professional learning community. We envision a school where:

- Staff work collaboratively, take responsibility for student learning, and keep their collective commitments.
- Staff work together interdependently in collaborative teams to achieve common goals and hold each other accountable.
- Students are provided a guaranteed and viable curriculum to access the same knowledge and skills regardless of the teacher they are assigned.
- The learning of each student is monitored on an ongoing basis through daily formative and team developed common formative assessments.
- A system of interventions and extensions ensure all students are learning at high levels.
- Teams engage in ongoing, relevant professional learning in response to informal and formal data in order to improve individual and collective practice.

Value Statement

Core Beliefs

Our students come first.

Every child has value.

Administrators communicate clear vision, mission, and expectations.

Teachers ensure learning for every student in his/her classroom.

Administrators provide guidance and support.

Success is built on positive, productive relationships.

It is the duty of every educator to protect the well being of each child; we will treat students in a way that we would/do expect our own children to be treated.

Effective instruction happens as a result of effective planning and efficient classroom management.

Every child deserves our best every day.

ALL children have the ability to be successful; it is our job to figure out how to make that happen.

Learning should be fun!

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2021

Demographics

Demographics Summary

Eugene Kranz Junior High School is one of thirteen Title 1A campuses in the Dickinson Independent School District. Kranz Junior High opened in Fall 2018 and is now completing its third school year in 2020-2021. Kranz serves families from diverse backgrounds, including many from middle and low income homes. Approximately 70% of the students who attend Kranz are economically disadvantaged, a 4% increase from the year prior. Kranz currently has an enrollment of 979 students in 7th and 8th grades, which is lower than last year's enrollment of 1,006 students.

Student Populations:

932

Student Demographics (2020 - 2021 Fall PEIMS file loaded 01/20/2021)			Count	Percent
Gender				
Female			495	50.56%
Male			484	49.44%
Ethnicity				
Hispanic-Latino			539	55.06%
Race				
American Indian - Alaskan Native			1	0.10%
Asian			13	1.33%
Black - African American			155	15.83%
Native Hawaiian - Pacific Islander			2	0.20%
White			244	24.92%
Two-or-More			25	2.55%

The Kranz Junior High student population is majority Hispanic at 55%. 25% of the students are white and 16% of the students are black/african american. 4% of the students identify as other races.

The overall mobility rate for the campus is 12.73%, an increase of about 1.5% from the year prior. The average daily attendance rate for students is 93.6%, which is a decrease of about 2% from the previous year. About 450 disciplinary office referrals have been made for Student Code of Conduct violations.

Student by Program (2020 - 2021 Fall PEIMS file loaded 01/20/2021)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	51	5.21%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	53	5.41%
Gifted and Talented	75	7.66%
Special Education (SPED)	117	11.95%
Title I Participation	979	100.00%
Dyslexia	43	4.39%

Other Student Information (2020 - 2021 Fall PEIMS file loaded 01/20/2021)	Count	Percent
At-Risk	477	48.72%
Title I Homeless	0	0.00%
Immigrant	6	0.61%
Limited English Proficient (LEP)	114	11.64%
Migrant	0	0.00%
Military Connected	2	0.20%
Foster Care	3	0.31%
Section 504	104	10.62%
Intervention Indicator	162	16.55%
IEP Continuer	0	0.00%
Transfer In Students	28	2.8601%

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Kranz Junior High School serves 94 English as a Second Language students (9.34%). 477 students are identified as at-risk of not graduating (48.72%). 75 students are in the Gifted and Talented program (7.66%). 104 students are identified for 504 services (10.62%) and 117 students are served through special education services (11.95%).

Staff Populations:

TOTAL PERSONNEL BY ETHNICITY AND SEX	99.7	100.0%
White	75.0	75.2%
Hispanic	10.9	10.9%
Black	12.8	12.8%
Other	1.0	1.0%
White Male	18.0	18.0%
White Female	57.1	57.2%
Hispanic Male	2.1	2.1%
Hispanic Female	8.8	8.9%
Black Male	5.7	5.7%
Black Female	7.1	7.1%
Other Male	0.0	0.0%
Other Female	1.0	1.0%

The race breakdown by teacher only closely matches the race breakdown of the students when considering the Black/African American population. 75% of the staff at Kranz Junior High are white compared to 25% of the student population. 11% of the staff population is Hispanic, compared to 55% of the student population.

TEACHERS BY YEARS OF EXPERIENCE		
Beginning Teachers	2.0	2.6%
1-5 Years Experience	31.0	40.8%
6-10 Years Experience	16.9	22.2%
11-20 Years Experience	19.5	25.7%
Over 20 Years Experience	6.6	8.7%

Kranz Junior High has a wide variety of experience within their staff. Most of the teachers are between 1-5 years of experience at 41%. 22% of the teachers are between 6-10 years of experience while 26% of the teachers have between 11-20 years of experience.

Demographics Strengths

Demographic Strengths

- Diverse student population
- Low student:teacher ratio
- Many teachers are GT and/or ESL certified
- Decrease in disciplinary offenses when compared to the previous school year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. During the 2020-21 school year, attendance was lower than in 2019. **Root Cause:** We do not have an effective proactive campus-wide system for motivating increased attendance and addressing chronic absenteeism.

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Student Achievement

Student Achievement Summary

See data on spreadsheet in Addendums.

The student achievement committee reviewed and analyzed the past three years data including STAAR assessments and Pre-STAAR assessments. Focus also includes student demographic information and at-risk data to better define student needs in the pursuit of academic excellence and sustainability. The committee discussed how this year was difficult due to covid and the amount of students that were quarantined and virtual throughout the year. Due to covid the committee expects there to be gaps in learning and a decrease in student scores for the current year.

In 7th grade, the committee analyzed math, reading, and writing. In 7th grade reading, student mastery has decreased from 30% to 27%. Scores remained the same from 2018-2019 to our current PSBM. The committee is confident that the STAAR scores will surpass the last STAAR score data. SPED scores have increased each year, but LEP scores have not seen any growth. In writing the approaches and meets have dropped the last 3 years. There have been no LEP or SPED students meet or masters the last 3 years. The committee has agreed that targeted interventions need to take place for our special populations. In Math there has been a significant drop from the 2018 STAAR to this year's PSBM. The percent score for the 2021 PSBM was only 39% with a 42% approach, 9% meets, and 3% masters. Overall the committee noticed that there were not significant differences in scores between the different demographics and believed that this is positive growth.

In 8th grade, the committee analyzed math, reading, social studies, and science. Based on the 2018 STAAR results our 2021 PSBM scores are very comparable. We believe that the students will surpass 2018. SPED students had a significant decrease in approaches scores and determined that our special populations need targeted interventions for reading. In math the committee noticed that the scores have remained consistent. The meets have dropped 5% in the last 3 years, but masters has increased. There is a drop in our LEP and SPED students over the last 3 years. In social studies the committee found that there is growth from 2019 to 2021. Although the LEP and SPED students have dropped in percentage. In 2018-2019 our Science scores were the highest in the district. There is a 10% decrease from the STAAR 2018-2019 to the PSBM 2020-2021. The team believes that they can still reach the numbers from 2018-2019 on the STAAR for this year. The committee did notice that there was an increase in African American student scores during the last three years.

Overall the committee has determined that there needs to be a continued focus on effective Tier 1 instruction that is differentiated to meet the needs of all students, including special populations. The team believes there is a need for the creation of a systematic approach to intervention.

Student Achievement Strengths

Strengths

- Double block 7th Grade ELA
- Interventionists for all core content areas

- Common planning periods
- Schoolwide Intervention on Tuesdays and Thursdays in Math and Reading
- Interventions in classroom: homogeneous groups based on performance; TEKS based instruction based on students targeted needs, identified using assessments, both formal and informal

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. **Root Cause:** There is a disconnect between what is planned during collaborative team time and what is delivered to students. Some teachers do not deliver the lessons that were collaboratively planned by the team.

Problem Statement 2 (Prioritized): All teachers do not consistently use formative assessments to gather data and adjust instruction. **Root Cause:** Instruction is not collaboratively planned to include opportunities for students to process and provide academic output multiple times during each lesson; there is too much teacher talk with limited processing breaks for students.

Problem Statement 3 (Prioritized): All students at KJH did not make at least one year of growth in reading and math, and all students did not meet standard on the science and social studies assessments. **Root Cause:** There is not an effective system of intervention and enrichment in place to respond to students' needs after initial instruction is given.

School Culture and Climate

School Culture and Climate Summary

Staff and Student Climate

Kranz Junior High completed its third year in Dickinson ISD. The effort to create a positive school, productive campus culture that supports and challenges both adults and students has consistently grown in the past three years. The campus-wide expectations and procedures have been altered and improved through the Safe and Civil committee meetings, surveys and direct communication with administration, and are communicated with the staff, students and parents.

In the past, the following goal was:

“Every student will describe their academic experiences as exceptional, because the instruction will include positive relationships and meaningful learning tasks that challenge, engage, and build confidence.”

After a student survey in which 258 students out of 1000 students responded, 57% of the students felt challenged academically, only 11% did not feel challenged. In addition, 58% of the students felt respected, supported and accepted on campus through positive relationships. An overwhelming majority of the students felt the campus was safe, 87%.

Student Discipline and Referrals

Student discipline has improved tremendously within the past year. 933 referrals (both classroom and office) as compared to 1,040 referrals in 2019-20. It is important to note, the data for 2020-21 carries through May 12, 2021 and the data for 2019-20 ended at Spring Break 2020. The largest number of referral(s) stemmed from “Class Disruptions” and “Insubordination and Disrespect”, localized in the classrooms. The need for continued classroom support, management and behavior intervention training/communication (Behavior students with behavior coach) remains intact and should continue.

The number of fighting incidents has decreased from 26 fights in 2019-20 to 18 fights in 2020-21. The data reflects the missed time from Spring Break during the 2019-20 school year.

A pattern in the referral data displays 4th, 5th, and 6th periods are the most frequent times when referrals are written.

DALC discretionary placements were limited to the end of the year (3 students). All other DALC placements were for contraband items (Vape, drugs, etc.)

School Culture and Climate Strengths

Strengths:

- Active Safe and Civil committee
- Reduced discipline referrals through stronger classroom management and restorative practices
- Staff retention
- Visible administration

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus-wide systems and procedures must be used to build a foundation for a safe and orderly school. **Root Cause:** Not all staff members follow through consistently with campus-wide systems and procedures.

Problem Statement 2 (Prioritized): Communication must be consistent and timely in order to be effective. **Root Cause:** There must be a continued focus on frequent communication along with intentional efforts to build positive relationships.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

Our team met to discuss our campus strengths and weaknesses in the areas of staff quality, recruitment, and retention. KJHS strives to meet the district requirement of interviewing and employing highly qualified teachers, instructional paraprofessionals, and instructional coaches. We work closely with the district's Educational Services and Human Resources department when selecting candidates and/or providing assistance to those seeking highly qualified positions. Instructional positions are posted on our district website with ample time to recruit certified, highly qualified and effective candidates prior to the beginning of the school year. We also have a support system set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/mentor teachers, content based collaborative teams, academic/instruction coaches and behavior coaches.

KJHS will always strive to ensure that quality and retention rates are high at our campus and in order to accomplish these goals we will constantly learn new content and classroom management procedures, techniques, and strategies. We will meet two times monthly for faculty meetings to learn about these various trainings. One deficit that we will address is the lack of opportunities to observe these procedures, techniques, and strategies being used successfully in the classroom. We feel that planning frequent observation opportunities will increase teacher/student success.

One identified area of need and a cause for low teacher retention is ineffective and/or reactionary classroom management techniques. We believe that keys to effective management are preventive and proactive skills and strategies for student learning and mastery, as well as skills and strategies for teacher leadership. We will use a Peer Observation Protocol and professional learning sessions to support our professional learning community. 940

We will use the PLC process during collaborative planning meetings. These meetings will focus on learning and growing as professionals. We will discuss and share learning around topics such as AVID best practices, SIOP techniques, and Lead4ward strategies. We will also use the time to learn effective management strategies, develop our Safe and Civil practices, and discuss professional literature such as Getting Better Faster and Teach Like a Champion 2.0. We will also provide a KJHS Tips and Tools Professional Development Session throughout the school year to provide teachers with another way to earn their PD hours.

Overall, KJHS has a good foundation for retaining and recruiting teachers and staff of high quality. We have a support system of compassionate administrators and mentor teachers to aid novice teachers. We will have faculty meetings geared toward supporting our struggling student groups and challenging our advanced student groups. We know we will increase our effectiveness by observing classroom management procedures, techniques, and strategies from highly effective teachers, spending more time learning new content strategies for our English Language Learners, and providing support to all teachers as they transition to KJHS.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- All KJHS staff members meet the requirement of highly qualified according to our district and state requirements.
- Our district uses multiple avenues for recruiting highly qualified candidates.
- Professional development is offered on the district and campus level.
- We set and maintain specific campus-wide goals.
- District and campus novice teacher programs provide support to new teachers.
- We participate in district, campus, and individual training surveys relating to professional development.
- Training is provided to focus on developing more effective classroom instruction across a variety of student groups and needs.
- We have a strong special education department.
- Warm, welcoming, and friendly staff.
- Well managed campus.

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): According to 2020-21 survey data, there were times during the year when staff felt frustrated and in need of support. **Root Cause:** Inconsistency with processes for professional communication and collaboration were a source of frustration.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment Summary

Our district curriculum is created by a committee of teachers and curriculum specialists. These educators use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as a guide when writing curriculum. In addition to the curriculum, this committee also provides a year-at-a-glance and pacing guide for instruction. Department heads, team leaders, and instructional coaches collaborate with district personnel and campus teachers to guide the use of the curriculum and plan daily engaging lessons.

Honors curriculum for science and social studies has been identified as a need, while Honors curriculum for English and Math has been identified as a strength. A differentiated curriculum specifically designed for Honors courses in science and social studies that provides rigorous extensions and real-world applications of the required curriculum to best meet the needs of our students is needed.

Common formative assessments are written at the campus level. All assessments are aligned with the TEKS and are intended to assess student mastery at high levels.

At Kranz Junior High, grade-level content teams collaborate on a regular basis to plan effective instruction including meaningful activities to reach all students. Research-based best practices are built into daily plans to provide differentiation, intervention, and extension. Sheltered instruction strategies, AVID strategies, and Lead4Ward strategies are all a focus of this design at Kranz Junior High.

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Our priority is effective Tier 1 instruction for all students. Content team teachers collaborate and plan for intervention and enrichment that will ensure all students learn at high levels.

Formative assessment is on-going and is used to guide instruction. Teachers analyze data to make informed instructional decisions, guide intervention plans, and plan for tutoring. Students track their own data in each core class and use the data to set growth goals.

Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- Interventionists provide academic support for students beyond Tier 1 instruction.
- Instructional coaches support teachers in developing effective pedagogy.

- Grade level content teams have common planning periods.
- Ongoing professional learning provides opportunities to adjust teaching practice and curriculum, as needed.
- Structure created to provide planned intervention for students in Math and English on a weekly basis.
- Content and Language Objectives aligned to the TEKS and the ELPS are evident in lesson plans, posted and articulated with students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. **Root Cause:** There must be alignment between the written, taught and assessed curriculum. Implementation of Professional Learning Communities processes will ensure a consistent, collaborative approach to backward design of instructional units, including common formative assessments in every lesson.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement Summary

Parent engagement and community involvement are priorities at Kranz Junior High School. While the threat of Covid-19 has changed the look of our interactions, our faculty members have found creative ways to reach out to parents and community members. For example, Kranz Junior High School has hosted many virtual parent events such as Open House, Literacy Night, and Technology Night, all offered in English and Spanish. We have communicated with newsletters, emails, and Skyward messages on topics such as STAAR testing, curriculum and assessment, and other community events and resources. We also host a website and a Facebook page with announcements and school information. Teachers and administrators continue to host parent meetings for attendance, academic progress, and special programs. Translators are available when needed. Furthermore, parents are invited to join school committees such as the Campus Improvement Committee or the Parent Engagement Committee.

With the help of Communities in Schools, we have strengthened our relationships with community partnerships like the Assistance League of Bay Area and the Houston Food Bank, ensuring our students have access to school clothing, food, eyeglasses, and other necessities. Our counselors have also developed partnerships with the Family Service Center of Galveston County, UTMB, Depelchin, and Mental Health America to meet the social and emotional needs of our students and families.

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Parent and Community Engagement Strengths

Campus strengths include:

- Skyward and School Messenger are used by administrators and teachers to email communication to students and families
- Communities in Schools works to help families with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring, and referrals to outside resources
- Counselors support the emotional needs of both students and families through direct services and referrals to outside agencies
- The counselors, teachers, social workers, and campus administrators make home visits when necessary to support academics, attendance, behavioral and/or emotional needs of students
- Our district social worker and campus counselors provide services and coordinate transportation for our identified homeless students
- Parents and teachers are offered an SEL screener to assess the emotional needs of their students

- A parent survey is sent at the end of the year to identify strengths and weaknesses to set goals for the following year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Increased parent engagement continues to be a need. Survey data indicate there is a low percentage of parents who communicate their perceptions and there is a need for increased communication/partnership between home and school. **Root Cause:** During the 2020-21 school year, there were limited options for engagement due to COVID restrictions. Parents often expressed frustration with being able to use technology to be informed and support their student academically.

School Context and Organization

School Context and Organization Summary

School Context and Organization Summary

Kranz Junior High is a healthy, secure, and organized learning environment that sets high expectations for student success. Kranz Junior High realizes the benefit of collaboration with parents, students, and staff. We plan, create, and implement highly motivating lessons that are aligned with TEKS which promotes learning for college and career readiness. Daily schedules and operations are in place to ensure all students are receiving maximum instructional time. As a staff we discuss needs, modifications and systems which can be made in order to promote meetings with district administration. The principal reports campus academic and staffing needs throughout the school year during bi-monthly A-Team meetings with district administration. Kranz Junior High employs and retains highly qualified staff to maximize learning for all students.

School Context and Organization Strengths

The following strengths were identified: climate, culture, discipline

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- Automated systems for excessive absences – parent contact via Skyward or phone calls by teachers
- Surveys to collect perception data and teacher input are completed twice per year
- Safe and Civil process includes anonymous data collection to guide committee decision-making
- Implementation of Safe and Civil policies guiding common areas and transitions
- Positive and professional school climate
- Student discipline is collaborative and equitable across the student population

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): On the 2020-21 surveys, it was noted that not all students and staff feel recognized for accomplishments/growth. **Root Cause:** Effective systems are needed to recognize and celebrate effort, growth and achievement.

Problem Statement 2: 100% of the students at Kranz Junior High do not make at least one year of academic progress. **Root Cause:** We lack consistent, effective formative assessments in every classroom and we lack an effective system of academic intervention.

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Technology

Technology Summary

Technology Summary

Kranz Junior High School is equipped with technology that benefits all students, including the STEM program. Kranz currently has four new Chrome carts with 30 Chromebooks per cart, two computer labs with 30 computers per lab, and six desktop computers in the library for student use. STEM technology includes: 9 laptop carts, robots and parts for Robotics club, TI Rovers, Drones, and 3-D printers. Although there is technology on the campus, the Chromecarts are not sufficient for multiple teachers to use daily. The campus goal is for every core classroom to have a Chrome cart, and for teachers to enhance lessons with visual learning strategies, gamification of lessons, additional CTE courses, and interactive multimedia presentations for students.

Instructional materials are evaluated for appropriateness and accuracy by teachers. Technology is available for teachers to reserve on the Kranz Symbaloo page, as available. Technology is available for students to use only under the supervision of teachers during instructional times. Teachers receive support from the district technology department. Technology training is offered to teachers throughout the school year and during the summer.

Barriers that reduce the use of technology at Kranz include the absence of Chromebooks that were pulled for district use during the pandemic. There is a lack of web literacy training and digital citizenship courses for students. The campus bandwidth is not large enough to support one-to-one computer use during the school day. The district's new learning management system (Schoology) will require more training and building proficiency through consistent use in order for it to be an effective tool for both teachers and students.

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Technology Strengths

Strengths:

- Implementation of Google Classroom during pandemic year
- Use of reservation system for equitable access to limited technology resources
- Teachers' willingness to engage in professional learning and try new tools for the integration of technology in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Available technology and infrastructure does not accommodate the expectation for technology implementation or the current student enrollment. **Root Cause:** Funds necessary to purchase needed devices exceeds what is available. Many of our existing devices were distributed to families during COVID and have not been returned.

Problem Statement 2 (Prioritized): Students do not regularly use technology to learn and to demonstrate learning at high levels. **Root Cause:** Devices, infrastructure upgrades, additional training and collaborative planning time are barriers to effective technology integration.

Priority Problem Statements

Problem Statement 1: First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups.

Root Cause 1: There is a disconnect between what is planned during collaborative team time and what is delivered to students. Some teachers do not deliver the lessons that were collaboratively planned by the team.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. During the 2020-21 school year, attendance was lower than in 2019.

Root Cause 2: We do not have an effective proactive campus-wide system for motivating increased attendance and addressing chronic absenteeism.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Campus-wide systems and procedures must be used to build a foundation for a safe and orderly school.

Root Cause 3: Not all staff members follow through consistently with campus-wide systems and procedures.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: According to 2020-21 survey data, there were times during the year when staff felt frustrated and in need of support.

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Root Cause 4: Inconsistency with processes for professional communication and collaboration were a source of frustration.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups.

Root Cause 5: There must be alignment between the written, taught and assessed curriculum. Implementation of Professional Learning Communities processes will ensure a consistent, collaborative approach to backward design of instructional units, including common formative assessments in every lesson.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Increased parent engagement continues to be a need. Survey data indicate there is a low percentage of parents who communicate their perceptions and there is a need for increased communication/partnership between home and school.

Root Cause 6: During the 2020-21 school year, there were limited options for engagement due to COVID restrictions. Parents often expressed frustration with being able to use technology to be informed and support their student academically.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: On the 2020-21 surveys, it was noted that not all students and staff feel recognized for accomplishments/growth.

Root Cause 7: Effective systems are needed to recognize and celebrate effort, growth and achievement.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: All teachers do not consistently use formative assessments to gather data and adjust instruction.

Root Cause 8: Instruction is not collaboratively planned to include opportunities for students to process and provide academic output multiple times during each lesson; there is too much teacher talk with limited processing breaks for students.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Communication must be consistent and timely in order to be effective.

Root Cause 9: There must be a continued focus on frequent communication along with intentional efforts to build positive relationships.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Students do not regularly use technology to learn and to demonstrate learning at high levels.

Root Cause 10: Devices, infrastructure upgrades, additional training and collaborative planning time are barriers to effective technology integration.

Problem Statement 10 Areas: Technology

Problem Statement 11: All students at KJH did not make at least one year of growth in reading and math, and all students did not meet standard on the science and social studies assessments.

Root Cause 11: There is not an effective system of intervention and enrichment in place to respond to students' needs after initial instruction is given.

Problem Statement 11 Areas: Student Achievement

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

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Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: During the 2021-22 school year, all KJHS students, including EL and SE students, will make at least one year of progress in reading and math.

Targeted or ESF High Priority

Evaluation Data Sources: CBA Data, STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Students will analyze and track their own data after each summative assessment. Strategy's Expected Result/Impact: Data Tracking Sheets will show student progress over time; Data conferences with interventionists and teachers will verify that students understand their performance and are setting and achieving instructional goals. Staff Responsible for Monitoring: Instructional Coaches and Administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Achievement 1 - School Context and Organization 1 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				953
Strategy 2 Details	Reviews			
Strategy 2: We will provide time each grading period for core departments to conduct data analysis and instructional planning. Strategy's Expected Result/Impact: Lesson plans posted weekly and meeting agendas and sign-in sheets submitted to the Dean will be used to demonstrate collaboration and will yield high quality instruction across the team; Instruction will be based on student need data and will be effective in increasing student performance. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All teachers will engage in the Professional Learning Communities process including participation in collaborative teams to research best practices, plan instruction, assess student learning, analyze performance data, and plan intervention/enrichment. Strategy's Expected Result/Impact: Walk-through observations by administrators will document instruction aligned to the TEKS and effective instructional delivery. CBA and formative assessment data will show student growth over time. Improved student performance for all student groups on CBAs and STAAR. Staff Responsible for Monitoring: Instructional Coaches and Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers, along with instructional interventionists, will provide small group and individual instruction in core classes for students who are not demonstrating mastery of essential standards. Strategy's Expected Result/Impact: Academic Interventionists' schedules, lesson plans, walk-through feedback will document implementation and as a result, student performance will increase on assessments. Staff Responsible for Monitoring: Dean and administrators Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Achievement 3 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				954
Strategy 5 Details	Reviews			
Strategy 5: Reading support/intervention will be provided through LLI groups and the use of MAP data. Strategy's Expected Result/Impact: Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase. Staff Responsible for Monitoring: Dean Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Student Achievement 3 Funding Sources: - 199-SCE, - 211-Title IA, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Students who do not meet standard on STAAR assessments will be provided accelerated learning. Strategy's Expected Result/Impact: Documentation of interventions provided to students. Students will meet standard after required intervention. Staff Responsible for Monitoring: Dean and Interventionists Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Achievement 3 Funding Sources: - 199-SCE, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The AVID elective class as well as campus-wide AVID strategies will be used to support students to succeed in academic classes. Strategy's Expected Result/Impact: Students' grades and test scores will show an increase in performance over time. Staff Responsible for Monitoring: Dean & AVID Coordinator Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

955

Student Achievement
Problem Statement 1: First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. Root Cause: There is a disconnect between what is planned during collaborative team time and what is delivered to students. Some teachers do not deliver the lessons that were collaboratively planned by the team.
Problem Statement 2: All teachers do not consistently use formative assessments to gather data and adjust instruction. Root Cause: Instruction is not collaboratively planned to include opportunities for students to process and provide academic output multiple times during each lesson; there is too much teacher talk with limited processing breaks for students.
Problem Statement 3: All students at KJH did not make at least one year of growth in reading and math, and all students did not meet standard on the science and social studies assessments. Root Cause: There is not an effective system of intervention and enrichment in place to respond to students' needs after initial instruction is given.
Staff Quality, Recruitment, and Retention
Problem Statement 1: According to 2020-21 survey data, there were times during the year when staff felt frustrated and in need of support. Root Cause: Inconsistency with processes for professional communication and collaboration were a source of frustration.
Curriculum, Instruction, and Assessment
Problem Statement 1: First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. Root Cause: There must be alignment between the written, taught and assessed curriculum. Implementation of Professional Learning Communities processes will ensure a consistent, collaborative approach to backward design of instructional units, including common formative assessments in every lesson.

School Context and Organization
Problem Statement 1: On the 2020-21 surveys, it was noted that not all students and staff feel recognized for accomplishments/growth. Root Cause: Effective systems are needed to recognize and celebrate effort, growth and achievement.

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: EL students will increase their individual performance on TELPAS.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS and AMAOs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District Plan for improved performance on RDA and is supported by participation in planned district and campus professional development. Strategy's Expected Result/Impact: Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in ELL student scores on classroom assessments.. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.6 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2 Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will consistently use word walls with pictures and other vocabulary strategies in all classrooms to support academic language development. Strategy's Expected Result/Impact: Word walls and other vocabulary strategies evidenced in walkthroughs and observations will increase students' use of academic vocabulary. Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All current instructional staff will be expected to have completed training on ELPs and Seven Steps by June 2022. Strategy's Expected Result/Impact: Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to ELs on STAAR reading, math, social studies and science. Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam. Strategy's Expected Result/Impact: Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.6 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: All teachers do not consistently use formative assessments to gather data and adjust instruction. Root Cause: Instruction is not collaboratively planned to include opportunities for students to process and provide academic output multiple times during each lesson; there is too much teacher talk with limited processing breaks for students.
Curriculum, Instruction, and Assessment
Problem Statement 1: First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. Root Cause: There must be alignment between the written, taught and assessed curriculum. Implementation of Professional Learning Communities processes will ensure a consistent, collaborative approach to backward design of instructional units, including common formative assessments in every lesson.

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: Special Education students will meet or exceed the goals in their IEP.

Targeted or ESF High Priority

Evaluation Data Sources: Academic IEP goals met for all students. State and federal safeguards met.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide all students receiving special education services, instruction that is aligned to the grade level TEKs, their IEP goals and objectives. Strategy's Expected Result/Impact: Lesson plans, documented walk-throughs. Increase in student performance on individual SEs identified for improvement. Staff Responsible for Monitoring: All teachers serving identified Special Education and at-risk students. Additional Targeted Support Strategy Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement an effective co-teach model for special education students in the general education classroom. Strategy's Expected Result/Impact: Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve. Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - IDEA B, - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				959
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: All teachers do not consistently use formative assessments to gather data and adjust instruction. Root Cause: Instruction is not collaboratively planned to include opportunities for students to process and provide academic output multiple times during each lesson; there is too much teacher talk with limited processing breaks for students.

Curriculum, Instruction, and Assessment

Problem Statement 1: First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. **Root Cause:** There must be alignment between the written, taught and assessed curriculum. Implementation of Professional Learning Communities processes will ensure a consistent, collaborative approach to backward design of instructional units, including common formative assessments in every lesson.

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Student attendance will average 96% for the 2021-22 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Student attendance reports will indicate students have a 96% attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: The attendance committee, led by the counselors, will plan and implement attendance incentives for students and staff each nine weeks. Strategy's Expected Result/Impact: Records of students/staff who met the goal, lists of incentives and rewards will result in motivation for students to be at school. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 1 - School Context and Organization 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students identified as homeless will be provided clothing, school supplies and transportation in order for them to attend school daily. Strategy's Expected Result/Impact: Attendance and discipline records, transportation logs. Increasing student attendance at home campus will result in improved academic performance. Staff Responsible for Monitoring: Counselor, District social worker, CIS Title I Schoolwide Elements: 2.6 - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				961
Strategy 3 Details	Reviews			
Strategy 3: Teachers and counselors will contact parents of students who have missed three or more days of school to offer support and create an action plan to address absenteeism. Strategy's Expected Result/Impact: Contact logs will document communication; Student attendance will improve Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. During the 2020-21 school year, attendance was lower than in 2019. Root Cause: We do not have an effective proactive campus-wide system for motivating increased attendance and addressing chronic absenteeism.
School Culture and Climate
Problem Statement 1: Campus-wide systems and procedures must be used to build a foundation for a safe and orderly school. Root Cause: Not all staff members follow through consistently with campus-wide systems and procedures. Problem Statement 2: Communication must be consistent and timely in order to be effective. Root Cause: There must be a continued focus on frequent communication along with intentional efforts to build positive relationships.
School Context and Organization
Problem Statement 1: On the 2020-21 surveys, it was noted that not all students and staff feel recognized for accomplishments/growth. Root Cause: Effective systems are needed to recognize and celebrate effort, growth and achievement.

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: The total number of discipline referrals for 2021-22 will be less than 900.

Targeted or ESF High Priority

Evaluation Data Sources: Number of discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will be trained on Restorative Practices and will implement proactive strategies to build relational capacity between adults and students. Strategy's Expected Result/Impact: Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups. Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every 3 months. RDA improvement on ISS/OSS placement of Special Education students. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				963
Strategy 3 Details	Reviews			
Strategy 3: Campus will implement campus-wide discipline system including proactive measures and intervention strategies that occur prior to an office referral. Strategy's Expected Result/Impact: Skyward documentation will reflect implementation of the process; behavioral supports will be effective and students' instructional time will increase. Staff Responsible for Monitoring: Assistant Principals Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus Safe and Civil Committee will coordinate campus-wide systems, train staff, collect data, and make adjustments so that campus systems are clearly communicated and effectively implemented. Strategy's Expected Result/Impact: Staff, parent and student survey responses will be collected annually;	Formative			Summative
	Nov	Jan	Mar	June

surveys will reflect positive perceptions of school culture. Staff Responsible for Monitoring: Principal and Committee Chairperson ESF Levers: Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus-wide systems and procedures must be used to build a foundation for a safe and orderly school. Root Cause: Not all staff members follow through consistently with campus-wide systems and procedures. Problem Statement 2: Communication must be consistent and timely in order to be effective. Root Cause: There must be a continued focus on frequent communication along with intentional efforts to build positive relationships.

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: During the 2021-22 school year, 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.

Evaluation Data Sources: Evidence of trainings held.

Strategy 1 Details	Reviews			
Strategy 1: Led by the counselors, lessons and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc. Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. Staff Responsible for Monitoring: Counselors Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will participate in Red Ribbon Week. Strategy's Expected Result/Impact: Schedule of events. Survey of students. The result will be an increased awareness of the importance of being drug free. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

965

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: During the 2021-22 school year, 100% of 7th grade students will participate physical fitness activities.

Evaluation Data Sources: Evidence of improved student physical fitness though Fitness Gram (6-8) conducted in Spring 2022.

Strategy 1 Details	Reviews			
Strategy 1: All 7th grade students will participate in a physical education class. Strategy's Expected Result/Impact: Documentation of student schedules; 2018 Fitnessgram results. Staff Responsible for Monitoring: Physical Education Teachers	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 5: KJHS will coordinate a school health program through collaboration with physical education teachers at the elementary, middle, and junior high schools.

Evaluation Data Sources: Continued implementation of district -wide health program through lessons designed to provide a variety of health orientated instructional activities at the intermediate level.

Strategy 1 Details	Reviews			
Strategy 1: Physical Education teachers will incorporate/implement instructional health oriented activities each grading period. Strategy's Expected Result/Impact: PE lesson plans and documented walk-throughs, observations will demonstrate integration of health into planned activities. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Teachers will use Schoology and Skyward to regularly communicate with students and parents during the year.

Evaluation Data Sources: Review of teachers' Schoology pages and Skyward communication logs

Strategy 1 Details	Reviews			
Strategy 1: Staff members' Schoology accounts will be kept current and used to communicate with both parents and students. Strategy's Expected Result/Impact: Up-to-date teacher Schoology accounts will facilitate campus-home communication. Staff Responsible for Monitoring: Technology Liaison Problem Statements: School Culture and Climate 2 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Communication must be consistent and timely in order to be effective. Root Cause: There must be a continued focus on frequent communication along with intentional efforts to build positive relationships.

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 2: Campus will encourage parent attendance at events/activities on topics such as College and Career, curriculum and instruction, adolescence, social media, and transition.

Targeted or ESF High Priority

Evaluation Data Sources: Parent attendance at events.

Strategy 1 Details	Reviews			
Strategy 1: Parent/teacher conferences will be held periodically throughout the school year in order to inform parents of their child's progress. Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/administrators. Consistent communication will improve parent perception of school, and increase student attendance and performance. Staff Responsible for Monitoring: Assistant Principals Title I Schoolwide Elements: 3.2 Problem Statements: School Culture and Climate 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will provide opportunities for students and their families to visit KJHS, meet with the counselor and/or teachers and attend meetings if they are: transitioning from middle school to KJHS, or transitioning from out of district , home schooling or private schools to KJHS. Strategy's Expected Result/Impact: Documentation of fliers and attendance at parent meetings for transition will be reflected in positive parent and student perceptions in survey data. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: To support campus literacy, KJHS will plan events for students and parents such as field trips, author visits, and literacy nights. Strategy's Expected Result/Impact: Documentation of sign-in sheets of parents and students attending will increase communication and relationship between home and school. Staff Responsible for Monitoring: ELA Interventionist, Instructional Coaches and Librarian Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: KJHS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand. Strategy's Expected Result/Impact: Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. Staff Responsible for Monitoring: Campus Principal Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: KJHS will provide an instructional night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR. Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance will result in increased attendance and performance. Staff Responsible for Monitoring: Counselors, Interventionists and Instructional Coaches Title I Schoolwide Elements: 3.2 - Additional Targeted Support Strategy Problem Statements: Parent and Community Engagement 1 Funding Sources: - 211-Title IA - 6499, - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: In May, KJHS will host a College & Career Day for parents and all students. Scheduled campus visits to local colleges will be provided. Parents are recruited to volunteer as chaperones. Strategy's Expected Result/Impact: Student attendance at College & Career Day. Number of parent volunteers. These activities will positively impact attendance and parent perceptions. Staff Responsible for Monitoring: Principal, counselors, and lead teachers Title I Schoolwide Elements: 3.2 Funding Sources: - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: KJHS will host a STEM Expo in November to showcase student work. Strategy's Expected Result/Impact: Students participating in STEM Expo and number of parents attending Expo via sign-in sheets will document parent involvement. Staff Responsible for Monitoring: Dean Additional Targeted Support Strategy Funding Sources: - Local Funding		Formative			Summative
		Nov	Jan	Mar	June

970

Strategy 8 Details	Reviews			
Strategy 8: KJHS, partnering with Communities in Schools , will work together with at-risk students and parents to provide them with support, counseling and resources to prevent students from dropping out of school and increase daily attendance. Strategy's Expected Result/Impact: Documentation of students receiving additional counseling, instructional materials, drop-out/attendance meetings with parents and students will increase attendance. Staff Responsible for Monitoring: Principal, Assistant Principals and Counselors Title I Schoolwide Elements: 2.6 Problem Statements: Parent and Community Engagement 1 Funding Sources: - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: KJHS staff will receive resources/training on how to effectively communicate with parents to ensure quality education for every student. Strategy's Expected Result/Impact: Sign-in sheets of trainings for teachers. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. EOY parent and teacher surveys indicating improved communication. Staff Responsible for Monitoring: Principal Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Campus provides interpreters for 2nd language families at ARDs,LPAC meetings and at campus programs or meetings. Strategy's Expected Result/Impact: Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Campus will encourage and actively recruit parents, business and community members to participate on campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation. Strategy's Expected Result/Impact: Meeting sign-in sheets at activities. Increased volunteers for KJHS actively engaged in improving KJHS academic goals. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June

971

Strategy 12 Details	Reviews			
Strategy 12: KJHS will seek a Community Business Partner and will include the partner during College and Career events, and district events. Strategy's Expected Result/Impact: Inclusion of business partners at campus and district events. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: KJHS will provide snacks and child care at campus events such as Open House and curriculum nights as an incentive for parent and student participation. Strategy's Expected Result/Impact: Attendance at events will be high as a result of advertising snacks and childcare. Sign-in sheets will document parent attendance. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: The campus will make available the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the campus library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the district ESC in an effort to communicate effectively and motivate parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Increase in communication and parent engagement Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	June
				972
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Communication must be consistent and timely in order to be effective. Root Cause: There must be a continued focus on frequent communication along with intentional efforts to build positive relationships.
Staff Quality, Recruitment, and Retention
Problem Statement 1: According to 2020-21 survey data, there were times during the year when staff felt frustrated and in need of support. Root Cause: Inconsistency with processes for professional communication and collaboration were a source of frustration.
Parent and Community Engagement
Problem Statement 1: Increased parent engagement continues to be a need. Survey data indicate there is a low percentage of parents who communicate their perceptions and there is a need for increased communication/partnership between home and school. Root Cause: During the 2020-21 school year, there were limited options for engagement due to COVID restrictions. Parents often expressed frustration with being able to use technology to be informed and support their student academically.

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Once each semester, the staff will have an opportunity to complete an anonymous survey to give their views on school climate, operation, and needs.

Evaluation Data Sources: 100% of the teachers will complete the survey.

Strategy 1 Details	Reviews			
Strategy 1: An anonymous survey will be created by the Safe and Civil Committee and given to all staff. Strategy's Expected Result/Impact: Survey distributed to staff once each semester. Majority of surveys will be positive. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus discussions will be held to review the data collected after each staff survey, and action plan will be created and presented to faculty. Strategy's Expected Result/Impact: Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion. Staff Responsible for Monitoring: Campus principal Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				973
Strategy 3 Details	Reviews			
Strategy 3: The Safe and Civil School committee will develop campus-wide routines and procedures, and the committee will provide on-going training on these procedures as well as classroom management to all teachers. Strategy's Expected Result/Impact: Campus-wide routines and procedures will be developed, put into writing, and practiced so that there are clear expectations for both adults and students in all common areas. Expectations surrounding student management will be developed, put into writing, and practices so that there are clear expectations for both adults and students regarding behavior, correction, and interactions. The result will be a positive culture and climate reflected in survey data. Staff Responsible for Monitoring: Principal and Committee Chairperson TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Problem Statements: School Culture and Climate 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Instructional Coaches will use effective coaching models such as Get Better Faster and Jim Knight, along with effective strategies from vetted resources such as Teach Like a Champion 2.0, Lead4ward and AVID so that they can provide effective professional development and coaching to teachers. Strategy's Expected Result/Impact: Teachers will be supported and will become more effective as a result of the training and coaching. Teacher retention will be high. Support and satisfaction will be reflected in survey data. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus-wide systems and procedures must be used to build a foundation for a safe and orderly school. Root Cause: Not all staff members follow through consistently with campus-wide systems and procedures.
Problem Statement 2: Communication must be consistent and timely in order to be effective. Root Cause: There must be a continued focus on frequent communication along with intentional efforts to build positive relationships.
Staff Quality, Recruitment, and Retention
Problem Statement 1: According to 2020-21 survey data, there were times during the year when staff felt frustrated and in need of support. Root Cause: Inconsistency with processes for professional communication and collaboration were a source of frustration.

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: 100% of teachers who are new to the campus will be assigned a mentor to provide support and assistance with campus procedures and expectations.

Evaluation Data Sources: On the staff survey administered each semester, of those who respond to the mentor questions, at least 90% of the questions will be answered with a positive response.

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures. Strategy's Expected Result/Impact: Retention rate of new staff. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: New to the profession teachers will participate in the DISD mentor/protege program and will also meet with campus leaders at least one time per nine weeks. Strategy's Expected Result/Impact: Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. Staff Responsible for Monitoring: Campus Administrators and Director of Teacher Development and Professional Learning TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
				975
Strategy 3 Details	Reviews			
Strategy 3: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration to meet KJHS's current 100% highly qualified status. Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. Staff Responsible for Monitoring: Executive Director of Human Resources, Campus Principal Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: According to 2020-21 survey data, there were times during the year when staff felt frustrated and in need of support. **Root Cause:** Inconsistency with processes for professional communication and collaboration were a source of frustration.

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 3: The number of KJHS teachers who are ESL and GT certified will increase by 10% by the start of the 2021-22 school year.

Evaluation Data Sources: Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

Strategy 1 Details	Reviews			
Strategy 1: Staff serving GT students, along with additional selected staff, will attend GT training. Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification. Staff Responsible for Monitoring: Dean Funding Sources: Professional development - Local Funding - 6411	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Selected staff will attend ESL training and take the ESL Certification test. Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. Staff Responsible for Monitoring: Principal Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 4: 100% of teachers will participate in a minimum of four researched-based professional development classes (24 hours) addressing their students' needs in any of the following areas: reading, math, science, social studies, EL strategies, AVID/WICOR, GT, Lead4ward, PBIS, PLC, data analysis or planning.

Evaluation Data Sources: Staff certificates for training attended and evidence of the implementation of strategies in classroom walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance instruction in order to increase student achievement for all students. Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA B, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus. Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/documentation of campus training presented to staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Selected KJHS staff will attend AVID Summer Institute in order to build a site team, create a plan for implementation, and support teachers in implementing AVID campus-wide. Strategy's Expected Result/Impact: Effective AVID strategies will be used campus-wide which will result in increased college awareness, the growth of a college-going culture, increased student participation in the AVID elective, and increased academic performance by all students. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase books and supplies for teachers, administrators, and staff to support campus and district initiatives. Strategy's Expected Result/Impact: Our professional growth will positively impact campus culture and student achievement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Professional Learning Communities and Response to Intervention training will be attended by selected staff to support the campus focus of planning and delivering effective instruction for all students. Strategy's Expected Result/Impact: Students' academic performance will increase Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: According to 2020-21 survey data, there were times during the year when staff felt frustrated and in need of support. Root Cause: Inconsistency with processes for professional communication and collaboration were a source of frustration.

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Schoology and other technology resources will be used to enhance instruction in every classroom during the 2021-22 school year.

Evaluation Data Sources: Student products which incorporate technology; technology usage demonstrated in walkthroughs and observations.

Strategy 1 Details	Reviews			
Strategy 1: Students will have the opportunity to select technology courses including Technology Applications, Project Lead the Way, and Principals of Human Services. Strategy's Expected Result/Impact: Enrollment will increase students' interest and skills in technology-based courses. Staff Responsible for Monitoring: Counselors Problem Statements: Technology 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will use technology resources in order to engage in academic learning. Strategy's Expected Result/Impact: Evidence of computer application usage in lesson plans, walkthroughs and observations. Staff Responsible for Monitoring: Instructional Coaches Problem Statements: Technology 2	Formative			Summative
	Nov	Jan	Mar	June
				980
Strategy 3 Details	Reviews			
Strategy 3: Campus staff and technology integration specialist will provide technology training for teachers. Strategy's Expected Result/Impact: Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. Staff Responsible for Monitoring: Campus Technology Committee Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: According to 2020-21 survey data, there were times during the year when staff felt frustrated and in need of support. Root Cause: Inconsistency with processes for professional communication and collaboration were a source of frustration.
Technology
Problem Statement 2: Students do not regularly use technology to learn and to demonstrate learning at high levels. Root Cause: Devices, infrastructure upgrades, additional training and collaborative planning time are barriers to effective technology integration.

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the KJHS campus will be maintained.

Evaluation Data Sources: The KJHS campus will continue to be in good condition.

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items, according to campus/district procedure, in a timely manner. Strategy's Expected Result/Impact: Work orders entered and completed to maintain campus condition. Staff Responsible for Monitoring: Secretarial staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list of structural and classroom maintenance needs. Strategy's Expected Result/Impact: Work orders entered and completed to maintain campus condition. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to maintain facilities conducive to learning. Strategy's Expected Result/Impact: Purchase orders and campus documentation demonstrates policy and procedures followed. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Eugene Kranz Junior High

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, J	Social Worker		.08
Arredondo, N	Paraprofessional		.16
Connor, S.	Instructional Support		1.0
Hector, K	Instructional Support		1.0
James, H	Instructional Support Paraprofessional		1.0
Jenkins, J	Paraprofessional		.16
Joslin, J	Instructional Support		1.0
O'Gea, M	Instructional Support		1.0
Williams, F.	Instructional Support		1.0
Winn, Z.	Instructional Support Paraprofessional		1.0

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Breese, K.	Instructional Interventionist		1.0
Westbrook, K	Instructional Interventionist		1.0

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Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
2	1	2			\$0.00
3	2	3			\$0.00
3	2	5		6499	\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	3			\$0.00
4	2	3			\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
3	2	8			\$0.00
Sub-Total					\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	6			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	2			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
3	2	7			\$0.00
4	2	2			\$0.00
4	3	1	Professional development	6411	\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2	Instructional materials		\$0.00
1	2	3			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00

IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
3	2	9			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

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DICKINSON INDEPENDENT SCHOOL DISTRICT

CONSENT AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Resolution for Identifying Hazardous Conditions within Two Miles of a School

Agenda Item: Ryan Boone

Background Information:

Policy CNA (local) requires that the Board shall adopt a resolution identifying hazardous conditions within two miles of a school campus. This allows us to receive partial funding for transporting our students who otherwise would endure unsafe conditions traveling to their campus.

The resolution is attached for your consideration.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Director of Transportation recommend approval.

Action Item: X Yes No

Motion made by _____ **seconded by** _____ **vote** _____

A RESOLUTION TO IDENTIFY HAZARDOUS CONDITIONS WITHIN TWO MILES OF A SCHOOL ZONE

WHEREAS, the Board of Trustees has identified that all Dickinson ISD campuses have significant safety/travel issues within two miles of each school per Education Code 48.151, and

WHEREAS, each campus has missing or insufficient walkways, and

WHEREAS, each campus has minimal safe places to ride a bike or walk to school, and

WHEREAS, each campus has intersections, roadways and streets that are difficult and/or dangerous to cross, and

WHEREAS, the drop-off and pick-up process creates congestion,

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Dickinson ISD declares that hazardous conditions exist for all students living within two miles of each campus.

Adopted the 13^h day of September, 2021.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Seat Belts on School Buses

Agenda Item: Ryan Boone

Background Information:

Transportation Code 547.701 requires all 2018 and newer buses to have three-point seat belts installed unless this creates a hardship with regards to a district's budget.

The approximate cost to add two seat belts per seat is \$8,000 per bus and to add three seat belts per seat the cost would be \$10,000-\$12,000 per bus.

The law states that...if the constraints of a school board's budget limits them to the purchase of school buses, model year 2018 or newer, without three-point seat belts, this law will not affect that purchase so long as the school board votes to make that determination in a public meeting. We are requesting that the School Board opt out of Transportation Code 547.701.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Director of Transportation recommend the district opt out of Transportation Code 547.701 due to our budget limitations.

Action Item: X Yes No

Motion made by _____ **seconded by** _____ **vote** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 13, 2021

Item Title: Approval of Agenda Item A-C

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

- A. Consent Agenda Items
- B. 2021-2022 Recruiting Calendar
- C. TEA Waiver for Grade 7 Reading Instrument

Recommendation:

The Superintendent recommends approval of Agenda Item A-C.

Action Item: √ Yes No

Motion made by **seconded by** **vote**

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Consent Agenda Items

Agenda Item: Carla Voelkel, Superintendent

Background Information:

The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for August 5, 13, 19, 26, and September 2, 9, 2021
- FNS Charge Procedures
- August 2, 2021 Minutes
- New Hires for the Week of August 6, 2021
- New Hires for the Week of August 13, 2021
- Campus Fundraising Request-MJHS Band
- New Hires for the Week of August 20, 2021
- College Connections Program Agreement Between DISD and COM
- Campus Fundraising Requests-MJHS Band, DHS Robotics, LMS Band, DHS Diamonds
- Campus Fundraising Requests-DHS c/o 2022, DHS Volleyball
- Donation to DHS Band
- August 30, 2021 Minutes
- MOA Between BACODA and DISD
- Campus Fundraising Requests-MJHS Choir
- Approval of Proposals Received-Contracted Services 20-10-1091 and 21-09-1145
- Approval of Proposals Received-Operations 21-07-1135, 21-07-1136, 21-07-1140, 21-07-1141, 21-07-1142, 21-07-1143

Recommendation:

The Superintendent recommends the Board's ratification of the above consent items.

Action Item: √ **Yes** **No**

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: Proposed Recruiting Schedule for 2021 - 2022

Agenda Item: Kimberly Rich

The recruiting schedule is included for review and approval.

Recommendation:

The Superintendent recommends the acceptance of the recruiting schedule.

Action Item: √ Yes No

Dickinson Independent School District

Recruiting Schedule for 2021-2022

<u>Date</u>	<u>School / Location</u>
October 15, 2021	Stephen F. Austin- In Person
October 27, 2021	Sam Houston State University- In Person
November 9, 2021	Lamar University- In Person
November 10, 2021	Texas State University- In Person
March 24, 2022	Baylor University- In Person
April 4, 2022	Texas A&M University, College station- In Person
TBA/Spring 2022	Texas State University - San Marcos
TBA/Spring 2022	Lamar University - Beaumont
TBA/Spring 2022	Sam Houston State University- Huntsville
TBA/Spring 2022	Stephen F. Austin University – Nacogdoches
TBA/Spring 2022	Texas A&M University – Corpus Christi (TAMUCC)
TBA/Spring 2022	Texas A&M University - Kingsville (TAMUK)
TBA/Spring 2022	Texas A&M University - International (TAMUI)
TBA/Spring 2022	Texas A&M University – Prairie View (PVAM)
TBA/Spring 2022	University of Houston - Clear Lake (UHCL)
TBA Spring 2022	University of Houston Systems- Houston (Houston Area Teacher Center)
TBA/Spring 2022	University of Texas – Austin (UT)
TBA/Spring 2022	University of Texas at San Antonio (UTSA)
TBA/Spring 2022	Gulf Coast Teacher Job Fair - Houston

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 13, 2021

Item Title: 2021-2022 TEA Waiver for Grade 7 Reading Instrument

Agenda Item: Dr. Debby Noffsinger

Background Information:

TEC §28.006(c-1) requires each school district to administer, at the beginning of the seventh grade, a reading instrument adopted by the Commissioner of Education to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency. The Commissioner of Education has adopted the following:

- Istation's Indicators of Progress, Advanced Reading (ISIP-AR)
- Reading Analysis and Prescription System (RAPS 360)
- Texas Middle School Fluency Assessment (TMFSA)
- Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB)

LEAs are required to use one of these reading diagnostic instruments; however, districts may request a waiver in order to use another instrument approved by the local district Board of Trustees in order to best meet student needs in the 2021-2022 school year.

DISD already uses NWEA MAP (Measures of Academic Progress). We have historical MAP data on our students, and this assessment provides data to determine student instructional gaps and growth. We request approval of a TEA waiver so that NWEA MAP can be used for the required Grade 7 reading assessment.

Recommendation:

The Superintendent and Director for Assessment, Accountability, and Compliance recommend approval.

Action Item: ☒ Yes ☐ No