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 12, 2022, beginning at 6:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

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.

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags
   Presenter: Christian Holcomb & Isaac Lopez, BCES
3. Public Comment: Agenda Items 4
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5. Special Recognitions
   A. Big Impact Award 6
   B. Solution Tree National Model PLC at Work campus 8
6. Closed Executive Session 9
   A. Section 551.074 – Resignations, Retirements, New Hires
   B. Section 551.074 - Consider Appointment of Principal at San Leon Elementary School
7. Action on Closed Executive Session Items
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C. Summer Professional Development Report 48
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11. Resolution for Identifying Hazardous Conditions within Two Miles of a School 1006
12. Seat Belts on School Buses 1008
13. Action Items 1009
    A. Recruiting Calendar 1010
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    C. Consent Agenda Items 1014
        - Budget Amendments/Adjustments for September 1, 8, 2022
        - Approval of Proposals Received-Contracted Services 21-09-1145
        - New Hires Week of August 1, 2022
        - Campus Fundraising Requests-DHS c/o 2024, Girls Basketball
        - July 18, 2022 Minutes
        - August 1, 2022 Minutes
        - Donation to Gator Academy-Richard Taylor
        - Approval of Proposals Received-Contracted Services 21-09-1145
        - Memorandum of Agreement between BACODA and DISD
        - Campus Fundraising Request-MJHS Girls Athletics
        - Campus Fundraising Request-MJHS Lounge, MJHS Campus Activity
        - Approval of Proposals Received-Contracted Services 21-09-1145
        - Out of State Travel-Susan Haynes, SS Curriculum Specialist
        - MOU Between UTMB Youth Aware of Mental Health (YAM) and DISD
        - Campus Fundraising Request-DHS c/o 2024, KJHS, LES
        - August 29, 2022 Minutes
        - Out of State Travel-Susan Haynes and Charles Moore, Curriculum Specialists
        - Approval of Proposals Received-Contracted Services 21-09-1145
14. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, September 9, 2022 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.

C. Voelkel

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 12, 2022

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 the following attributes:

1. Provide outstanding service to others
2. Assist others beyond normal expectations
3. Create a positive impression of their department
4. Sacrifice their time and energy for the "Gator" good
5. Act with honesty and integrity at all times

Lisa Herrera, Director of At-Risk Programs, DISD Educational Services Department

- As the Director of At-Risk Programs for DISD, Lisa is focused on increasing student success by supporting district and campus goals. These past few years, she has organized a small team of Bilingual professionals and assisted with teacher recruitment efforts by traveling to university career fairs in predominantly Hispanic speaking communities. These efforts have helped place Bilingual teachers in our classrooms, significantly reducing the TEA exceptions and waivers process. Lisa's laser focus on support Emergent Bilingual classrooms is evident according to recent data, and the increase in EB scores across the district. She has also worked to build the dual language program and coordinated curriculum writing efforts. In her spare time, she provides teacher training through online classes at Harris County Department of Education, and she teaches Adult ESL classes at College of the Mainland; always searching for the next best teacher for DISD. Thank you, Lisa.

Debby Noffsinger, Director of Assessment, Accountability & Compliance, DISD Educational Services Department

- Debby puts the SUPPORT in Education Support Center. She is a servant leader, always making herself available to serve campuses in whatever capacity is needed. She is a genius at making data reports understandable and usable, she

takes the time to help us understand what the data is telling us, and she provides a reliable think partner to brainstorm actions to take based on current data. In addition, she makes principals' jobs easier by chunking big tasks into concrete steps and provides as much front-loaded work as she can to cut down on the campus' time-on-task. She translates the often vague, confusing mandates from the TEA into "news we can use." Debby has a job that many would never want - time consuming, tedious, and not the "fun" stuff; however, her efforts make our job on the campus more focused and efficient. I am extremely grateful to work with Dr. Noffsinger.

Mandy Snelson, Curriculum Specialist, DISD Educational Services Department

- Not only does Mandy Snelson bring a wealth of knowledge and experience to the curriculum specialist team, but she also brings an amazing heart and humanity to our work. She has an amazing ability to work exceptionally well with both "paper" and "people." What I mean to say is that she can address all aspects of her job with skill and a high level of ability. She works amazingly well with teachers who need a pat on the back and with those who might need a little nudge in the right direction. She is an amazing leader on the high school campus and at the ESC. It is my honor to work with her.
- Mandy goes above and beyond for every student, staff member, department, and initiative she is asked to support. Mandy is kind, generous, and giving of her time even if it means she must put one of her priorities or tasks on the "back burner." Our department and team would not be the same without her!

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: September 12, 2022

Item Title: Solution Tree National Model PLC at Work campus

Agenda Item: Tammy Dowdy

Background Information:

Calder Road Elementary has been selected by Solution Tree as a National Model Professional Learning Community at Work campus. They are one of 200 schools and districts in the United States and Canada to receive this honor. They were selected for successful implementation of the PLC at Work process and its sustained success in raising student achievement.

We would like to recognize Principal **Jennifer Heard** for her leadership in the implementation of this process at Calder Road Elementary and having their efforts recognized by Solution Tree.

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice 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 following section(s) and purpose(s): Texas Government Code **Section 551.071** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.074** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.082** school children; school district employees; disciplinary matter or complaint, and **Section 551.0821** for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation.

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: Personnel Action
- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have one (1) resignation: one (1) Teacher at Dunbar Middle School

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 _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: Appointment of the Principal at San Leon Elementary School

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Principal at San Leon Elementary School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Jacqwelin Snyder as the Principal at San Leon Elementary School.

Action Item: √ Yes _____ No

Motion made by _____ seconded by _____ vote_____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

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 Magliolo will move to the next item.

Background Information:

Written Reports

- Human Resources Report
- Bilingual/ESL Summer School Programs Report
- Summer Professional Development Report
- CTE Certifications Report
- Accountability Update
- Advanced Programs/Dual Credit Longitudinal Data
- Tax Report for July, 2022 and Year to Date

Recommendation:

Information only.

Action Item: _____Yes _____√_____ No

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: Human Resources Annual Report

Agenda Item: Kimberly Rich

Background Information:
Human Resources Annual Report attached.

Recommendation:
Information only

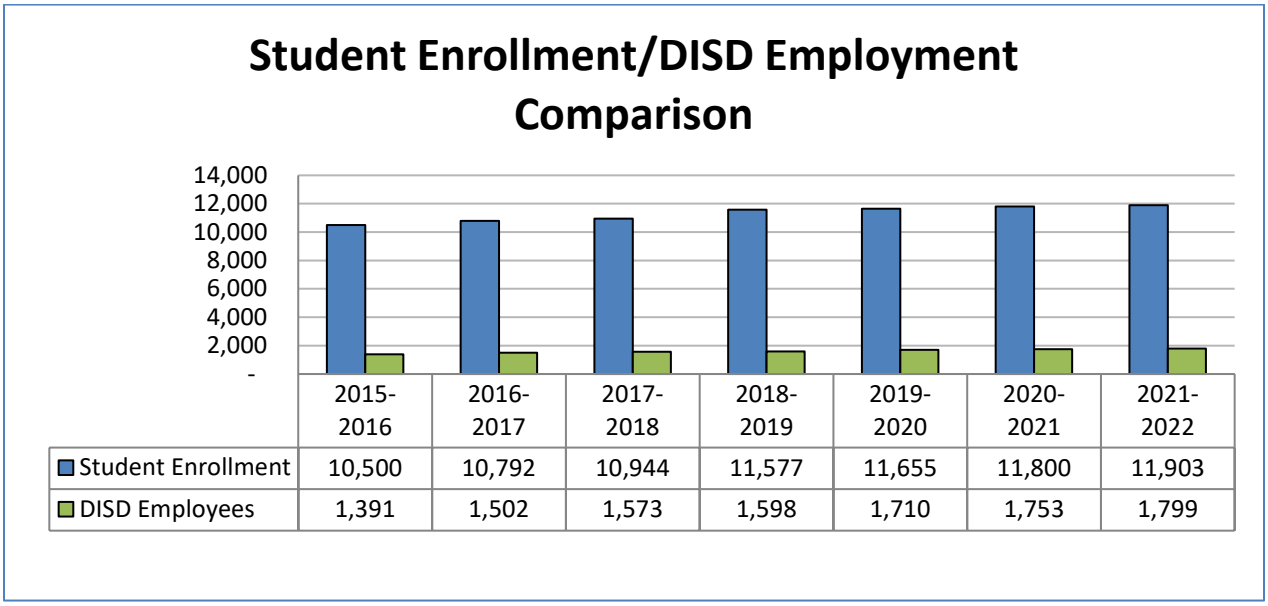
Action Item: _____**Yes** __**√**__**No**

DICKINSON INDEPENDENT SCHOOL DISTRICT
Department of Human Resources Report to the Board of Trustees
September 12, 2022

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.

For the 2021-2022 school year, DISD employed approximately 1,799 full-time qualified staff members committed to providing quality services to 11,903 students. Using PEIMS data from the final submission report, the chart below reflects student enrollment and number of employees (not positions) since 2015.



	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Student Enrollment	10,500	10,792	10,944	11,577	11,655	11,800	11,903
DISD Employees	1,391	1,502	1,573	1,598	1,710	1,753	1,799

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 2022 for the 2022-2023 school year.

Administrative/Special Programs/Technology Support

Special Programs Compliance Coordinator	**1.00**
District Behavior Specialist	**1.00**
EB PK-5 Curriculum Specialist	**1.00**
GT/Advanced Academics Instructional Coaches	**4.00**
Licensed Professional Counselor	**1.00**

LSSP/Diagnosticians	2.00
Occupational Therapist	1.00
Speech Therapist	1.50
Campus Compliance Facilitators	7.00
PC Support Specialist	1.00
DHS Attendance Manager	1.00
Administrative/Technology Support Net Change	**21.50**

Campus Administrative/Professional Support	
DHS Assistant Principal	2.00
DHS Counselor	1.00
Esmond Program Manager	1.00
DJHS Principal (Spring Only)	1.00
LES Assistant Principal	1.00
Campus Administrative/Professional Support Net Change	**6.00**

Campus Teaching Positions (Teacher, ARDCF, Nurse, Librarian)	
Dickinson High School	7.00
DCC/DALC	0.00
McAdams Junior High	8.00
Kranz Junior High	3.00
Dunbar Middle School	0.00
Barber Middle School	1.00
Lobit Middle School	5.00
K.E. Little Elementary	1.00
Lobit Elementary	3.00
Silbernagel Elementary	-1.00
Hughes Road Elementary	0.00
Bay Colony Elementary	0.00
San Leon Elementary	0.00
Calder Road Elementary	2.00
Campus Teaching Positions Net Change	**29.00**

Paraprofessional (Instructional)	
Dickinson High School	4.00
DCC/DALC	0.00
McAdams Junior High	-1.00
Kranz Junior High	0.00
Dunbar Middle School	-2.00
Barber Middle School	2.00
Lobit Middle School	1.00
K.E. Little Elementary	2.00
Lobit Elementary	-3.00

Silbernagel Elementary		0.00
Hughes Road Elementary		0.00
Bay Colony Elementary		-1.00
San Leon Elementary		0.00
Calder Road Elementary		-1.00
	Paraprofessional (Instructional) Net Change	**1.00**
Paraprofessional (Clerical)		
Campus Compliance Data Clerks		9.00
Gator Wellness Counseling Clerk		1.00
DHS Clerical		2.00
DJHS Assistant Principal (Spring Only)		1.00
	Paraprofessional (Clerical) Net Change	**13.00**
Auxiliary Departments		
Gator Academy		0.00
Food & Nutrition Services		0.00
Maintenance (Operations)		1.00
Custodial (DJHS Summer Only)		10.00
Transportation		11.00
	Auxiliary Departments Net Change	**22.00**

ARP ESSER III Funding

To meet the loss of learning for students, the district continues to utilize ESSER III money to staff additional positions—bilingual paraprofessionals and multipurpose aides, additional part-time tutors, and a district curriculum director. Additionally, ESSER funds are used to help promote Social Emotional programs, including but not limited to an assistant position at the Gator Hope Clinic and five counseling positions to support student mental health issues.

Calendar/Pay Grade/Stipends

As the district continues to grow, we analyze duties and responsibilities and as such increase employee work calendars and/or adjust pay grades to accurately reflect current trends. In addition, the District 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**.**

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.

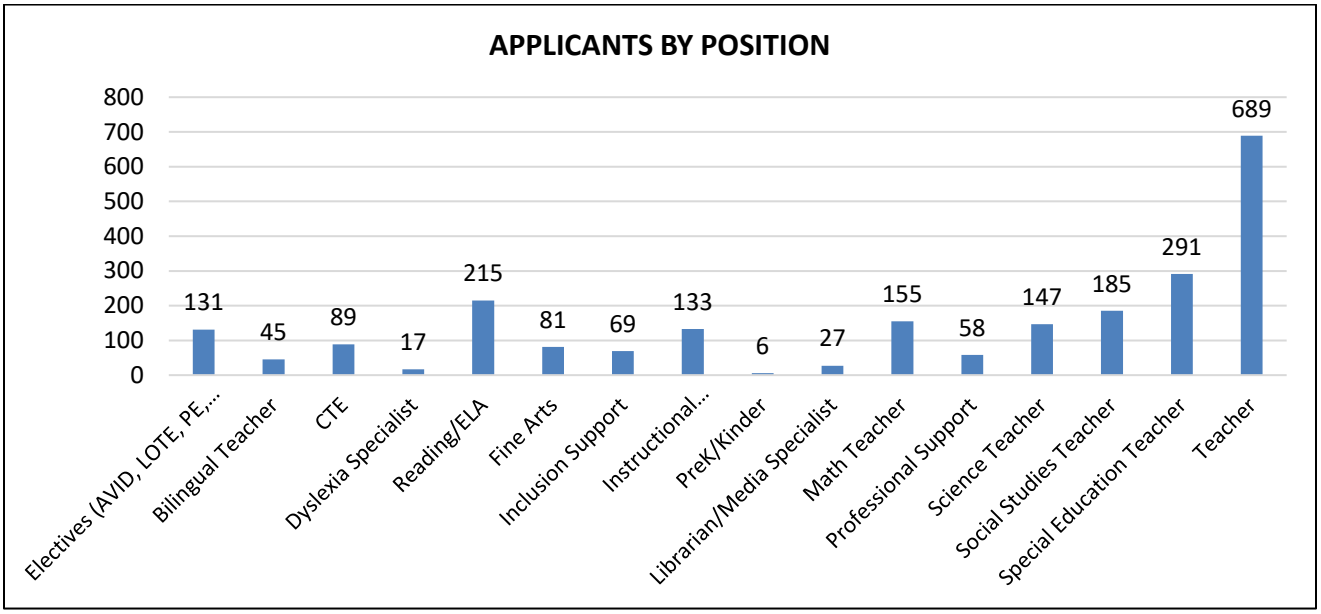
Number of New/New to DISD Teacher Hires by Assignment (as of 09/06/2022)

Assignment	Number
PPCD/Pre-K	5
Kindergarten	5
Grade 1	11
Grade 2	8
Grade 3	11
Grade 4	13
ELA/Reading	22
Math	24
Science	10
Social Studies/History	13
Bilingual/ESL (any grade level)	9
Dyslexia	2
CTE	14
Art/Theater Arts	3
Band/Choir	6
LOTE	7
PE/Dance/ISS	3
Special Education	27
Instructional/Behavior Coach	6
Other Electives (AVID/Athletic Trainer/ROTC)	1
Total	**200**

Number of Applicants Available for Each Professional Position

For the 2022-2023 school year, job vacancies were posted by March 1, 2022. From 3/1/2022 through 09/06/2022, approximately 2,600 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 associated with the teacher salary schedule includes nurses and librarians. Counselors, LSSPs, Diagnosticians, OT/PT, and Speech were moved from the teacher salary to an Administrative Pay Grade. In addition, the HR Department processed 216 new hires and 538 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 17% 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). Adjunct teachers have a bachelor's degree and are pursuing a teaching certification by joining an alternative certification program during the fall semester of 2022.

Out-of-State	3
Alternative Certification Program	29
Adjunct	27

NEW HIRES

In order to increase efficiency, the hiring process is conducted virtually. New employees are required to complete the 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 can 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; 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

Beginning with the 2021-2022 school year, DISD entered the first year of Texas Teacher Evaluation and Support System (T-TESS), the state adopted appraisal system. The appraisal process is 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 to successfully implement T-TESS. All new teachers are required to attend a six-hour campus-based T-TESS orientation and returning teachers are required to attend a campus-based refresher annually. 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. During the 2021-2022 school year, stakeholder committees were developed at both the administrative and district level in which we developed a local teacher designation system specific to Dickinson ISD. The plan was accepted by the Texas Education Agency and we will spend the 2022-2023 school year collecting data and communicating our efforts to all stakeholders.

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

Since the 2019-2020 school year, the Texas Education Agency requires two additional layers of safety with regards to an employee's criminal history status – The *Do Not Hire Registry* and The *Drug and Alcohol Clearinghouse*.

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) are 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 contains 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 is recorded in the Clearinghouse. School districts are required to run a query on all new hires that either have a CDL or are applying for a CLP to get a CDL. School districts are also required to run an annual query on all existing CDL holders.

NEW TEACHER ORIENTATION

All teachers new to the district receive four days of professional development specifically designed to help them successfully integrate into DISD. Training is provided by campus and district instructional leaders and departmental directors. Day 1 includes a community bus tour and technology orientation. Day 2 training topics include – Schoology Foundations and Lead4ward 101 training. 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. Also on Day 3, teachers receive training from the Special Programs Department, and At-Risk director (7 Steps to a Language Rich Classroom/ELPS). On Day 4, teachers will receive information and support on their Insurance & Benefits, Payroll, DISD Employee Handbook, and instructional tools and resources. If the teacher is new to the profession and beginning their first year, they will receive an additional training on Day 4 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 2022-2023 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/department 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 according to federal, state, and local guidelines.

The HR Department was charged with reviewing our catastrophic leave guidelines. During the process, a committee was developed to review neighboring districts procedures. The result is *Gators Helping Gators*, a sick leave pool, designed to assist employees who experience catastrophic illnesses.

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 employees who test positive for COVID.

Worker's Compensation and unemployment claims are processed and monitored through the HR Department. The Texas Workers' Compensation program is regulated by the state to provide a medical and financial safety net in the event an employee is injured at work or suffers a work-related illness. Communication is key and a collaboration is formed between Claims Administrative Services (CAS), our TPA, the campus or department supervisor, and the HR Department. The HR Department works tirelessly to ensure that all unemployment claims received by the Texas Workforce Commission (TWC) are valid.

The Benefits/Risk Management Coordinator organizes and assists with the implementation of Preventative Health Screenings, such as *Jet Dental* and *The Rose*. The HR Department is actively seeking additional opportunities to encourage employee health and wellness. 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.

The HR Department continues to be the main point of contact for COVID-19 related employee issues. The HR Department continues to receive employee positive cases and informs the employee of their 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 remain in effect following CDC, GCHD, TEA, and district guidelines. Efforts between the HR Department and the ADA/Adult 504 Coordinator increased to prepare for the return of all staff. The Coordinator of Benefits/Risk Management maintains 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 test-confirmed cases. Daily communication is involved with the Galveston County Health District for employees reporting COVID-19 positive cases. COVID-19 is a moving target as the logistics involved are unpredictable. The

training for understanding COVID-19 remains overwhelming as updates are constantly changing and processes are reviewed and updated as needed.

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. 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 management of COVID-19 cases.

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 can 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.

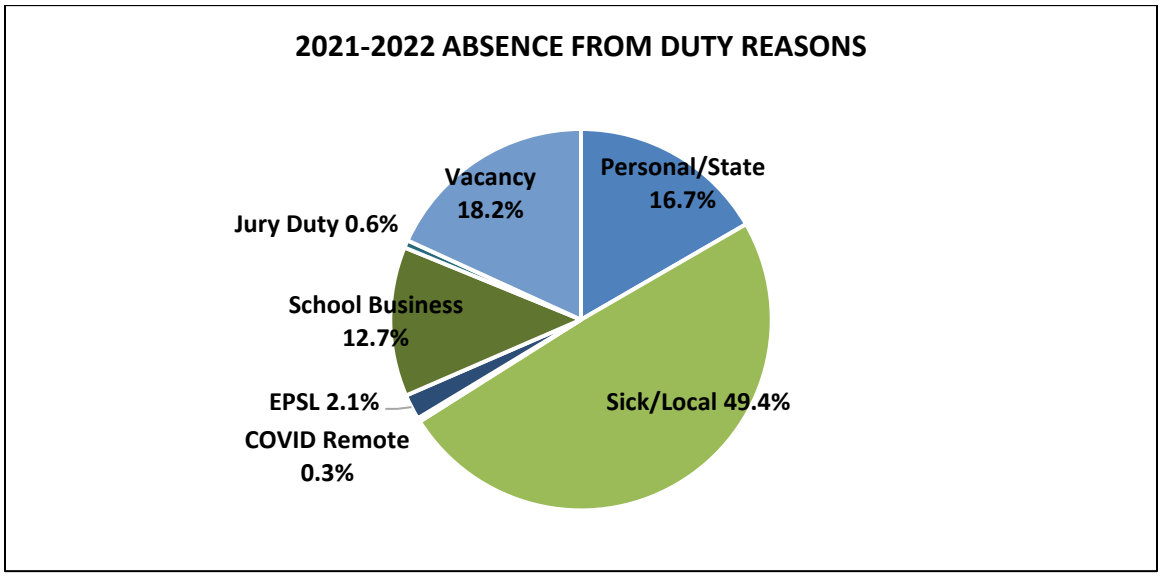
SUBSTITUTE TEACHERS

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 a substitute completes the new hire paperwork, attends face-to-face training, and completes the fingerprinting process he/she is cleared to begin working. Teachers and paraprofessionals request substitutes by registering an upcoming absence in the Frontline system via the internet. Substitutes can access Frontline by phone, mobile app, or the internet 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 2021-2022 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). There was a significant reduction from 2020-2021 to 2021-2022 in both the number of employees on EPSL and COVID Remote.

- EPSL
  - 2020-2021 – Number of days 1707 or 13.6% of total absences
  - 2021-2022 – Number of days 272.5 or 2.1% of total absences
- COVID Remote
  - 2020-2021 – Number of days 1031.5 or 8.2% of total absences
  - 2021-2022 – Number of days 41 or 0.3% of total absences



PLANS FOR IMPROVEMENT

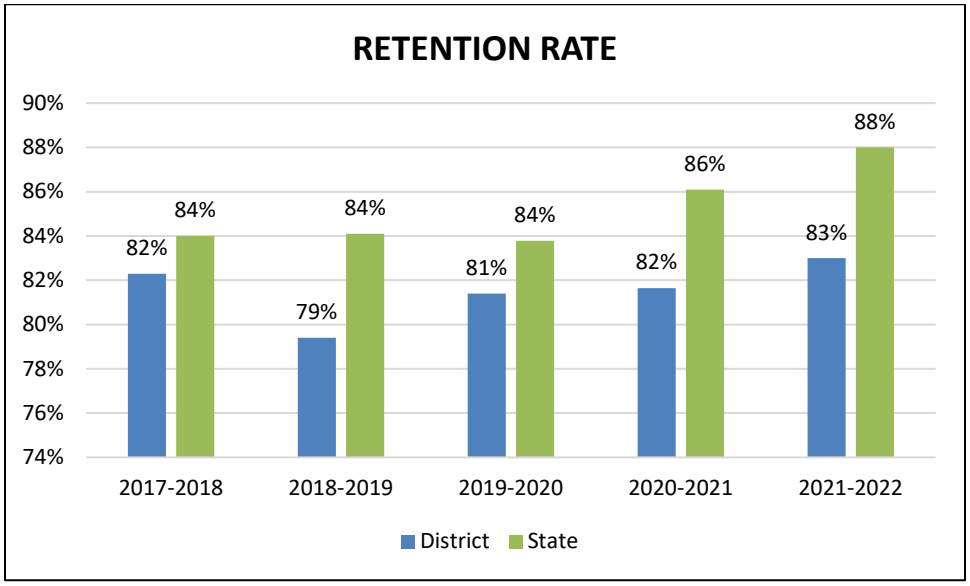
There is nothing more important to the future of our district and the success of our schools than securing and retaining highly effective, top-quality teachers in every classroom and creating an environment where professional educators collaborate for the success of all students.

Teacher Retention

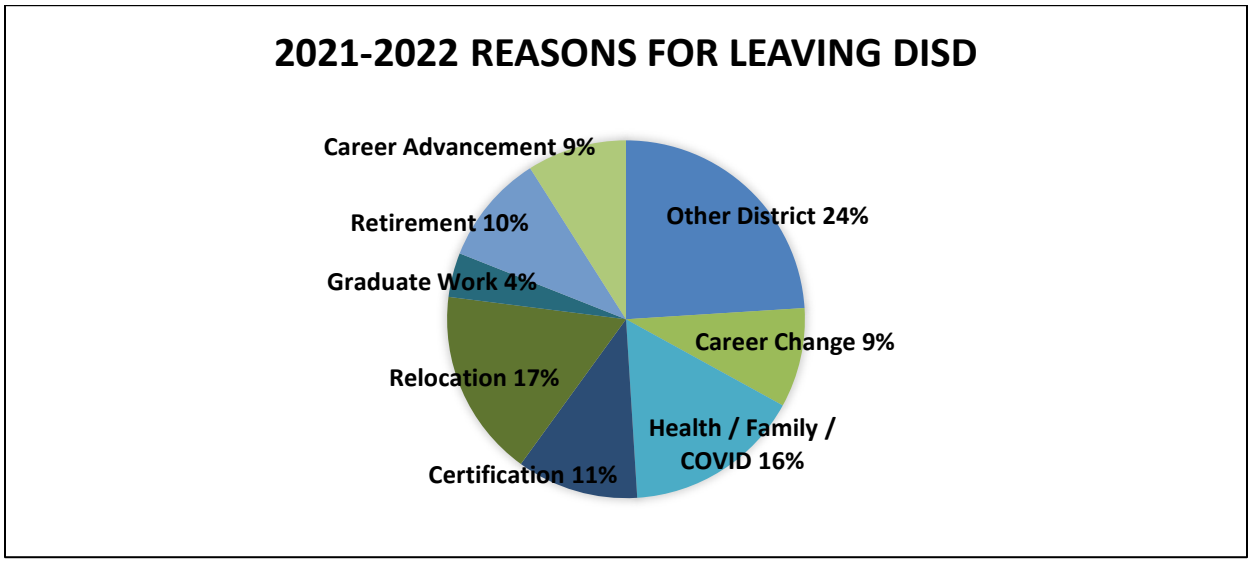
Recruiting and hiring quality teachers are important priorities for the HR Department. However, the key to achieving the District's goal of having highly effective teachers in every classroom is the retention of our best teachers who help create professional learning communities on their campuses. These 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 five years. DISD is still below the State retention rate, however, we have increased steadily since the 2018-2019 school year.



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 109 responses received from the 2021-2022 school year.



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.

To improve customer service skills, clerical paraprofessionals were assigned an annual online customer service training in EduHero beginning with the 2020-2021 school year. In addition, in August 2022, the Dickinson ISD Communications Department contracted with an outside consultant to provide a half-day Customer Service Training course for 125 front office and clerical personnel who work with the public daily. The training focused on the five core customer service principals – positive words, seeking to understand, reframing negative situations, knowing yourself, and following up. Participants were provided several role-playing activities to practice the skills they learned.

In an effort to support campus and district administrators with personnel decisions, the HR Department hosted professional development opportunities. The following sessions were provided for the 2021-2022 school year:

- *Hiring Effective Teachers and Keeping Them* provided by TASB HR Services.
- *Effective Documentation Training* provided as a mini session by the DISD HR Department.
- *HR TEd Tips* (Talent Ed Training) provided as a mini session by the DISD HR Department.

The HR Department continues to seek out ways to support campus and district administrators and plans to host additional mini sessions for the 2022-2023 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. The Blue and White Night is a collaborative effort between HR and the Communications Department, honoring DISD employees for their service to the district.

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 can merge the information from our District data files to create the badges. 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 work collaboratively with campus and department leaders to review, revise, and update job descriptions.
- Beginning with the 2022-2023 school year, the HR Department will work collaboratively with principals and directors to establish a "universal" evaluation tool.
- The HR Department will continue to 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 continue to 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 12, 2022

Item Title: 2022 Bilingual/ESL Summer School Programs Report

Agenda Item: Lisa Herrera

Background Information:
Attached is the 2022 Bilingual/ESL Summer School Programs report.

Recommendation:
Information only.

Action Item: _____Yes ____√___ No

Pre-Kindergarten and Kindergarten Bilingual/ESL Summer School:

1. **Summary:**

The Dickinson ISD Bilingual/ESL Summer School Program is a state mandated 120 hours required for identified Pre-K and/or Kindergarten bilingual and/or ESL students served during the 2021-2022 school year. This year's full-day program was held face-to-face at Silbernagel Elementary. Classes were held Monday - Thursday, June 06th – June 30th.

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

Carolina Housh served as the Pre-K/Kindergarten Program Coordinator. Parental involvement continued to be a priority. Schoology 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:	322
Number who responded to invitation:	124
Number who participated:	120
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)	59%	80%
Dual Language Pre-K (English)	58%	82%
Dual Language Kindergarten (Spanish)	51%	86%
Dual Language Kindergarten (English)	55%	77%
ESL Pre-K (English)	61%	76%
ESL Kindergarten (English)	64%	83%

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. 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 2022: Payroll: $63,560.72; Materials: $993.20; and Transportation: $12,261.20. Total cost of the program: $76,815.12

Newcomer Academy Summer Program for DISD Bilingual/ESL Students in Grades 1 - 4

1. **Summary:**

The Newcomer Summer School Program is for 1st to 4th grade students who have been in the United States for 1 to 2 years. This is a four-week program designed for Emergent Bilinguals, who have little to no education in the United States. The program focuses on teaching students using the Dual Language One-way Program framework. Students were taught in both Spanish and English. The goal for the Newcomer program is to reinforce concepts taught during the school year and to expose students to English. The lessons were taught using the Preview, View, and Review components from the Dual Language One-Way Program. Students engaged in hands-on activities and discourse to reinforce newly acquired vocabulary. The cost of the program for 2022: Payroll: $5,621.08.

Summer Bridge Program for 2021-2022 DHS Bilingual/ESL and At-Risk Students

2. **Summary:**

The Ninth Grade Summer Bridge Program is a free summer enrichment program designed to help incoming 9th grade at-risk students make connections with future teachers and classmates while preparing them academically for the transition into high school.

The program:

- Introduces students to technology, college readiness, and career pathways offered by DHS
- Provides 1/2 high school credit toward graduation for General Employability Skills
- Ensures students' familiarity with the high school campus
- Builds leadership and collaboration
- Enhances student confidence, self-esteem, and motivation
- Eases the transition from junior high school to high school

Summer Bridge classes were held June 6 through June 29, Monday through Thursday, from 8:00am through 12:30pm. Breakfast and lunch was provided free of charge. Students must attend 14 of the 15 days to earn their ½ credit. The students attended three field trips including A&M Galveston, the Museum of Natural Science Body World Exhibit, and the Houston Space Center. The cost of the program for 2022: Payroll: $14,291.67 and Transportation: $14,920.50. Total cost of the program: $29,212.17.

Avid Excel Summer Bridge Program for 2021-2022 6th Grade DISD Bilingual Students

3. Summary:

AVID Excel is a program for Emergent Bilingual's (EB'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 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 the summer camp to develop academic language through reading, writing, oral language, academic vocabulary, and college readiness skills. This experience allows our Emergent Bilingual's (EB's) an opportunity to reinforce the use of academic and social language through listening, speaking, reading, and writing during engaging and exciting experiences. The cost of the program for 2022: Payroll: $3,045.00; Materials: $987.38

INITIAL CREDIT PROGRAM SUMMARY

Administrator: Billye Smith, Dickinson High School Principal/ Christopher Reyes Dickinson High School Assistant Principal
Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary
Session Dates: June 6-17, 2022
Cost to Student: $100.00 for 10 days of access to Edgenuity for initial credit

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	2	1	.5
Art IA Initial credit .5 credit course	All students	Edgenuity Computer-based	1	1	.5
Art IB Initial Credit .5 credit course	All students with Art IA credit	Edgenuity Computer-based	1	1	.5
Economics Initial Credit .5 credit course	All students	Edgenuity Computer-based	4	4	2

English 4A Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	1	.5
English 4B Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	1	.5
US Government Initial Credit .5 credit course	All students	Edgenuity Computer-based	3	3	1.5
TOTAL			**13**	**12**	**6**

35

Total # of students enrolled: 7

Total credits earned: 6

Total tuition collected: $700

CREDIT RECOVERY PROGRAM SUMMARY

Administrator: Billye Smith, Dickinson High School Principal/ Christopher Reyes Dickinson High School Assistant Principal
Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary
Session Dates: June 6-17, 2022
Cost to Student: $100.00 for 10 days of access to Edgenuity for 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	22	18	9
Eng 1 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	17	16	8
Eng 2 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	10	9	4.5
Eng 2 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	7	3.5
Eng 3 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	8	4

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	13	12	6
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	1	1	.5
Alg 1 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Alg 1 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	8	4
Alg 2 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	5	2.5
Alg 2 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	13	13	6.5

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Geom A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	14	14	7
Geom B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	17	17	8.5
Algebraic Reasoning A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	3	1.5
Algebraic Reasoning B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	6	3
Math Mod B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Precalculus A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1
Precalculus B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	3	1.5

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
World Geo A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	4	4	2
World Geo B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	7	3.5
World Hist A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	5	2.5
World Hist B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	13	12	6
US Hist A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	4	3	1.5
US Hist B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	2	1
French I A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
French I B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Span I A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	6	3
Span I B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	4	4	2
Span II A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	7	3.5
Span II B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	14	14	7
Bio A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	16	16	8
Bio B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	15	15	7.5
Chem A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	8	4

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Chem B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	19	19	9.5
Environmental Systems A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Foundations of Personal Fitness .5 credit course	All students	Edgenuity Computer-based	1	1	.5
IPC A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	4	4	2
IPC B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	7	3.5
Physics A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Physics B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	2	1

Course	Student Audience	Format Of Course	Total # of Courses Attempted	Total # of Courses Completed	Total # of Credits Awarded
Principles of Health Sci A	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Principles of Health Sci A	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
Medical Terminology A	All students Grades 9-12	Edgenuity Computer-based	1	1	.5
TOTAL			**299**	**289**	**142**

Total # of students enrolled in program: 156

Total credits earned: 142

Total tuition collected: $15600.00

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 waivered testing opportunities. Last year, 2020-21, our students recovered 92 credits because of our summer program**. This year, 21-22, we recovered 142 credits during our 1 available summer session.**

The total number of credits earned in the Initial Credit session was 6. Combined with the credit recovery session, the total credits earned for summer school was 148 credits.

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

Administrator: Courtney Ramirez, Dickinson High School Associate Principal
Secretary: Michelle Salinas, Dickinson High School Associate Principal Secretary
Session Dates: June 13 - June 16, 2022; 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 13	June 14	June 15	June 16	Teacher	Tuition Collected
Algebra I	18	21	16	16	Morris/Tucker	0.00
English I & II	20	19	21	17	Earley-Kichline/ Smith/Wellman	0.00
Biology	4	4	5	4	Rivas/ Cannon/ cutaia	0.00
Total Participation By Day	**42**	**44**	**42**	**37**		0.00

Components of the Summer Acceleration/Remediation Program: 43

- 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 parents about 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. In 2020-21, we had good attendance even with the challenges of COVID. Our students worked hard, and several were successful on their EOC retakes. This year 21-22 we had an average of 41 students/day with the majority of the students being English 1 and 2 re-testers. We saw a decrease in the amount of Biology students attending and we didn't offer remediation for US History.

Table 5: *Summary of June 2022 End of Course (EOC) Retests Results*

Test	**Number of Tests Eligible for July 2022 Retest Admin**	**Number of Students Tested 2022**	**Percent Tested Summer of 2022**	Percent Tested Summer of 2021	Percent Tested Summer of 2019	Percent Tested Summer of 2018	% Approaching Grade Level (Passed) June 2018 Admin	% Approaching Grade Level (Passed) June 2019 Admin	% Approaching Grade Level (Passed) June 2021 Admin	**% Approaching Grade Level (Passed) June 2022 Admin**
Algebra I	248	74	**30% (-3%)**	33% (-18%)	50.6% (+3.8%)	46.8% (+13.8%)	43% (-3)	28%(-15%)	17%(-11%)	**28% (+11%)**
Biology	157	28	**18% (-12%)**	30% (-17%)	46.5 (+7.1%)	39.4% (+5.4%)	41% (-1)	22%(-19%)	45%(+23%)	**32% (-13%)**
English I	477	187	**39% (-7%)**	46% (+13%)	32.9% (-18.8%)	51.7% (+18.7%)	29% (+5)	16%(-13%)	17% (+1%)	**13% (-4%)**
English II	346	95	**27% (-6%)**	33% (-15%)	47.5% (+10.2%)	37.3% (+4.3%)	25% (-6)	22%(-3%)	23%(+1%)	**11% (-12%)**
US History	103	8	**8% (-19%)**	27% (-27%)	53.5% (+24.6%)	28.9% (+2.9%)	73% (+40)	48%(-25%)	50%(+2%)	**38% (-12%)**
Total	**1331**	**392**	**29% (-10%)**	36% (-7%)	42.7% (+2.1%)	40.6% (+2.6%)				

44

July 2021 Test Administrators: 3
Debbie Noffsinger−DISD Testing Coordinator
Clara Snelson−DHS Testing Coordinator
Billye Smith—DHS Principal
July 2021 Teacher Test Administrators: 9

Summary Report of the July retest:

- The table above shows an overall increase in the number of students eligible to retest in the summer. In 2022 we had 1331 students eligible to retest compared to 1072 in 2021. 812 students were eligible to retest in June of 2019, 907 in June 2018. This data shows a need for DHS to decrease the pool of students needing retests while at the same time increasing the % participating in both retest preparation and retest opportunity. We will intervene by focusing on improving first time instruction with a focus on our special populations.
- We saw a decline in attendance for the Summer Remediation program and a correlation in our summer STAAR scores.

ESL ACADEMY PROGRAM

Administrator: Billye Smith, Dickinson High School Principal
Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary
Session Dates: June 6 - June 30, 2022; 8:00-12:00pm
Cost to Student: $0 cost to student

Table 6: *Participation in the ESL Academy Program*

Daily Participation	June 6 8	June 7 10	June 8 8	June 9 7	Teacher	Tuition Collected
	June 13 10	June 14 7	June 15 6	June 16 10	Dockery/Angel	0.00
	June 20 7	June 21 8	June 22 8	June 23 10	Dockery/Angel	0.00
	June 27 9	June 28 10	June 29 8	June 30 8	Dockery/Angel	0.00
Average Participation By Day	**8**					

Components of the Summer Acceleration/Remediation Program:

- Students enrolled in the ESOL 1 and 2 courses were invited to attend. The program was extended from 8-days last year to 16 days this year. Transportation was provided
- Program targets: reviewed and reinforced prior school language acquisition (vocabulary/sentence structure/pronunciation/reading skills) while also working on acclimating EB 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. In 2021, we ran an 8-day schedule with an average daily attendance of 4.7 students in class per day. While the instructors report strong positive feedback from students, we would like to return to offering transportation as we did in 16-17. Counselors and teachers report that families expressed interest who were unable to attend due to a lack of available transportation. In 2020-21, our attendance remained strong throughout the sessions. This summer 21-22, the program was extended from 8-days last year to 16 days this year. Transportation was provided as a shared resource for the Summer Bridge Program. We consistently ranged from 7-10 students in attendance.

Dickinson High School 2019 Extended Year Program Total Costs

Tuition Billed Students	$16,300
Tuition Refunded to students	-$100
Credit Recovery/ Initial Credit/ Virtual: Payroll not including Medicare and TRS *Teachers only/does not include administrator or secretary	-$24,200
ESL Academy: Payroll not including Medicare and TRS *Teachers only/does not include administrator or secretary	-$3,600
EOC Bootcamp: Payroll not including Medicare and TRS *Teachers only/does not include administrator or secretary	-$4,860
Program Cost to the District * Does not include: administrator/secretary payroll costs, utilities, or food service * **Cost for EOC Retests is included in the DISD Testing Administrator's budget**	**$16,460**

Payroll Explanation

- Teachers are paid $35.00 per hour for preparation and instruction
- Teachers for initial credit and credit recovery are paid 6 hours per day for 10 days of instruction @ $35.00 per hour; teachers are paid 4 hours for preparation @ $35.00 for preparation
- Teachers for EOC Bootcamp are paid 3 hours per day for 4 days of instruction @ $35.00 per hour; teachers are paid 1 hour per day for 4 days for preparation @ $35.00
- Teachers for ESL Academy are paid 3 hours per day for 16 days of instruction @ $35.00 per hour; teachers are paid 1 hour per day for 4 days for preparation @ $35.00
- 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 @ $35.00
- **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 recover. 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 aps 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 classman focus on high school graduation and college entrance success. Dickinson HS will continue it's comprehensive efforts year-round.
- 21-22: This summer we expanded our ESL Academy to be double the length it has been in the past. This will significantly help EB students (who are a major focus for us in terms of STAAR scores) with their language acquisition and helps to lower the affective filter coming into a new school and new school year. We did not offer the SAT prep course this summer but plan to continue it this next summer. While our cost for 21-22 summer school did increase from around 15,000 to 16,460 the benefit to our at-risk population should be taken into account. We are also still significantly below the cost of the 15-16 summer school budget of $58,881.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: 2022 Summer Professional Development Report

Agenda Item: Chad Nuetzmann

Background Information:
The following written reports are attached:

- Summer 2022 PD Catalog
- THINK Conference Program & Flyer
- Solution Tree PLC at Work Conference Program
- Summer PD Course Enrollment Summary

Recommendation:
Information only

Action Item: _____Yes ___√___ No

Chad Nuetzmann, Director of Teacher Development & Professional Learning

Dickinson ISD Professional Development Summer 2022 Summary

1st Annual Gator Nation THINK Conference – A Huge Success. On June 2nd & 3rd over 420 DISD teachers and staff participated in our first ever district-wide professional development conference. This two-day event featured more than 100 breakout sessions, led by teachers and other professionals from across the entire district. There were sessions for every grade level, department, and content area including GT, STEM, fine arts, classroom management, Special Programs and much more. During the two days, participants attended ten breakout sessions, where they selected the learning opportunities they wanted to explore.

Here are just a few of the comments shared by teachers in their feedback surveys…

I loved the option of choice and the variety of PD offered! By far, the best PD I've attended in my career. And it was so so so fun!

I enjoyed the PD Think! Conference, there were so many topics to choose from. I hope it comes back next summer!

I love that the Think Conference allowed me to choose the sessions I was most interested in! These were the best 2 days of staff development I have ever attended.

It was a great two days and I walked away with useful, implementable ideas. We have amazing teachers in our district, also librarians, curriculum specialists and counselors.

Outstanding training!! What a great way to tailor professional development to different group's needs and interest! Hats off!

This is the best professional development experience I have ever had. I loved being able to chose my own session topics and the hour long sessions were short enough to digest what was being shared. I hope Dickinson continues to do this every summer. It was very well organized from start to finish.

This was an AMAZING conference to attend! I hope this will become an annual conference! There was so much wonderful information and learning!!

Gator Nation THINK Conference
WILL BE BACK in Summer 2023!

Professional Learning Communities (PLC) @Work LIVE Institute. On June 14th – 16th DISD hosted a live-streaming three-day event at DHS with nearly 400 participants. Those who attended worked closely with teachers and administrators from their own campus and learning leaders from across the district. Participants learned from nationally recognized speakers like Mike Mattos, Anthony Muhammad, and Regina Owens during their choice of 40 live breakout sessions.

Individual PD Events. In addition to the larger collaborative events we held over one hundred individually scheduled PD sessions taking place across the district throughout the months of June, July and August.

Participation Statistics

136 Professional development sessions provided between June 1st and August 8th 2022.

- Approximately 3,796 DISD staff attended in-district sessions
- Approximately 22,776 professional development hours earned by DISD staff.

(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 conferences, and trainings.

Dickinson ISD Summer 2022 Professional Learning Opportunities by Content Area

Course Title	Location	Facilitator Presenter	Course Description	Starting Date	Ending Date	Content Area:	Starting Time	Ending Time	Course Hours Earned:
DISD Think! Conference Limit Space Available	Start in DHS Auditorium	Dozens of DISD Teacher Leaders and much more	This is an in-person two day PD conference that will offer opportunities for DISD teachers in every content area or department to receive training. Participants will have up to ten breakout sessions, five per day, and will be able to choose from topics including grade band specific core subjects, classroom management, special programs, GT, STEAM, Fine Arts, CTE, Skyward, Dual Language/BL/ESL, Lead4ward and more.	6/2/2022	6/3/2022	Recommended	8:00:00 AM	4:00:00 PM	12
DHS Auditorium: PLC at Work LIVE Institute	Start in DHS Auditorium	Solution Tree Associate, Eric Twadell	This three day PLC@Work LIVE Webcast Institute is provided by Solution Tree at 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.	6/14/2022	6/16/2022	All / Any	7:30:00 AM	4:00:00 PM	18
ESC 251: Restorative Practices 6 Tools Make & Take Refresher - Limit 40	ESC 251	Kevin Curtis	Learn about the six classroom tools to help build relationships and help students and teachers connect. You will have the opportunity to dig in deep and participate in some make and take activities. Limit 40	6/20/2022	6/20/2022	All / Any	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: Dipsticks: There's More to Life than Quizzes	ESC Boardroom	Leone Clark	How do you know if what you're teaching is "sticking"? Unless you check that dipstick, your car eventually grinds to a halt without ever reaching your destination. Teaching a room full of lost students if you don't know they're lost is the same thing. Teachers are given SO MANY TOOLS that it seems impossible to plan and include everything from Lead4Ward to AVID and so much more! I'll share a tool I've developed to make lesson planning easier while focusing on simple and fun alternative formative assessments that span all the great things teachers are supposed to be doing but feel are simply TOO MUCH!!!	6/7/2022	6/7/2022	All / Any	8:30:00 AM	3:30:00 PM	6
ESC 230/231: Elementary DBQ Training - GT Update	ESC 230/231	)BQ-Keith Hyndsha	The DBQ Project helps teachers help students (in any content area) read smart, think straight, and write clearly. This Face-to-Face training will walk teachers through the DBQ Elementary Library and best practices for K-5th grade students.	6/22/2022	6/22/2022	All / Any	8:30:00 AM	3:30:00 PM	6

ESC 232: Consistently Crystal Clear Communication: In person, on the phone and in writing	ESC 232	Laurie G. Rodriguez	Teachers are expected to be masters level communicators, and, they have multiple audiences with whom they must communicate and they must communicate in person, on the phone and in writing. This session will review how to create a consistently clear communication system in person, on the phone, and in writing. The specific emphasis in this training will be how to communicate in person when there is conflict. Participants will leave with various communication protocols which can be personalized. Enrollment Limit: 45	6/29/2022	6/29/2022	All / Any	8:30:00 AM	4:00:00 PM	6
ESC 230/231: Differentiated Instruction through Questioning in the K-5 Classroom	ESC 230/231	s3strategies	Learn instructional strategies that utilize questioning to expand student knowledge and encourage students to think creatively Questions play an important role in every classroom. Student questions and teacher questions create an environment that supports inquiry. This highly interactive workshop equips teachers to create an active learning environment that encourages students to ask and answer questions	7/20/2022	7/20/2022	All / Any	8:30:00 AM	3:30:00 PM	6
ESC 230/231: Differentiated Instruction Through Questioning for the 6-12 Classroom	ESC 230/231	s3strategies	Learn instructional strategies that utilize questioning to expand student knowledge and encourage students to think creatively. Questions play an important role in every classroom. Student questions and teacher questions create an environment that supports inquiry. This highly interactive workshop equips teachers to create an active learning environment that encourages students to ask and answer questions	7/21/2022	7/21/2022	All / Any	8:30:00 AM	3:30:00 PM	6
ESC 251: Dual Language Essentials and Content, Language, and Literacy Integration Framework	ESC 251	Lisa Herrera	Dual Language Essentials (AM) session will explain the pillars of dual language education and the essentials for planning and lesson delivery including environmental print, oral language development, linguistic support and different types of grouping. Content, Language and Literacy Integration Framework (PM) session affords teachers the opportunity to address the content, literacy and language development needs of all students in the class. The presentation engages attendees in analyzing how the verb in the TEKS is used to not only teach the content but also to drive the planning for language development enhanced by reading and writing about the topic.	7/18/2022	7/18/2022	Bilingual ESL	8:30:00 AM	3:30:00 PM	6

ESC 251: Moving EL's Forward on TELPAS	ESC 251	Allison Hand from Seidlitz	Participants will gain an understanding of how to accelerate students' language proficiencies through effective content-area instruction. Participants will create language-focused activities intentionally designed to help move students forward on TELPAS. In this training, we will explore specific strategies that incorporate technology into content-area classrooms, helping students prepare for the speaking portion of the TELPAS assessment. Participants will create working lessons tailored specifically for their content-area. Participants will receive: 1. Strategies for improving student performance on all TELPAS domains 2. Specific approaches to increasing students' TELPAS speaking scores 3. Tips for increasing student motivation toward TELPAS achievement 4. Student-friendly TELPAS rubrics 5. Sample TELPAS-aligned, content-area classroom activities	7/19/2022	7/19/2022	Bilingual ESL	8:30:00 AM	3:30:00 PM	6
ESC 251: Cross Linguistic Connections (Dual Language Teachers)	ESC 251	Mili Henriquez	This session will cover the rationale for language transfer across Spanish and English through the use of metalanguage to develop metalinguistic awareness. Attendees will engage in a series of activities to facilitate transfer of skills in phonology, morphology, grammar and syntax. Grade appropriate examples will be analyzed and planned.	7/20/2022	7/20/2022	Bilingual ESL	8:30:00 AM	3:30:00 PM	6
ESC 251: Cross Linguistic Connections K-4 Planning W/ TEKS	ESC 251	Mili Henriquez	This session will cover the rationale for language transfer across Spanish and English through the use of metalanguage to develop metalinguistic awareness. Attendees will engage in a series of activities to facilitate transfer of skills in phonology, morphology, grammar and syntax. Grade appropriate examples will be analyzed and planned.	7/21/2022	7/21/2022	Bilingual ESL	8:30:00 AM	3:30:00 PM	6
VIRTUAL: RLA K-2: KAT DAY 1	VIRTUAL	Dr. Kay Wijekumer	Knowledge Acquisition & Transformation Framework with Texas A&M for grades K-2	6/6/2022	6/6/2022	ELA	8:00:00 AM	3:30:00 AM	6
VIRTUAL: RLA K-2: KAT Day 2	VIRTUAL	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades K-2	6/7/2022	6/7/2022	ELA	8:00:00 AM	3:30:00 PM	6

ESC 230/231: Emergent Reading: PK Small Group Activities Make and Take - Limit 25	ESC 230/231	Alejandra Sanchez de Tagle (Region IV)	25 teachers In this session, participants will explore a variety of small group activities that target emergent literacy skills. The small group lessons cover skills such as phonological awareness and letter knowledge, and book reading. Participants will explore the foundational skills necessary to support learners at different skill levels. Attendees will leave with ready-made activities and materials to immediate implementation.	6/14/2022	6/14/2022	ELA	8:30:00 AM	3:30:00 AM	6
VIRTUAL: RLA 3-6: KAT Day 1	VIRTUAL	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades 3-6	6/27/2022	6/27/2022	ELA	8:00:00 AM	3:30:00 PM	6
VIRTUAL: RLA 3-6: KAT Day 2	VIRTUAL	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades 3-6	6/28/2022	6/28/2022	ELA	8:00:00 AM	3:30:00 PM	6
VIRTUAL: RLA/SS/SCI 7-12: KAT Day 1	VIRTUAL	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades 7-12	6/29/2022	6/29/2022	ELA	8:00:00 AM	3:30:00 PM	6
VIRTUAL: RLA/SS/SCI 7-12: KAT Day 2	VIRTUAL	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades 7-12	6/30/2022	6/30/2022	ELA	8:00:00 AM	3:30:00 PM	6
ESC 251: Rebekah O'dell from MovingWriters.org	ESC 251	Rebekah O'dell	Learners will learn about utilizing mentor texts to move writers along with simple and quick "moves" that we can teach writers to make.	7/11/2022	7/11/2022	ELA	8:00:00 AM	4:00:00 PM	6
ESC 230/231: Kinder-2nd Diving Deeper with Guided Reading (Limit 30)	ESC 230/231	Noel Gray	Come and learn the tips and tricks of implementing Guided Reading in your classroom. This session is for all teachers who provide students with necessary strategies to overcome "reading road blocks". Independent reading and the application of reading strategies is the ultimate goal of Guided Reading. We will dive deeper into reading behaviors, text complexity, and using anecdotal notes to inform classroom instruction.	7/13/2022	7/13/2022	ELA	8:30:00 AM	3:30:00 PM	6

ESC 230/231: Kinder-2nd-Diving Deeper with Shared Reading (Limit 30)	ESC 230/231	Noel Gray	Shared reading is a context in which a group of children and the teacher read together an enlarged print text. As the group enjoys the text, the teacher helps the children notice more about the features of print and acquire strategies used while reading. In this session we will model and practice how to teach students systematically and explicitly to be readers and writers themselves. Participants will collaborate and model effective reading strategies and behaviors with Big Books in order to demonstrate the reading process.	7/14/2022	7/14/2022	ELA	8:30:00 AM	3:30:00 PM	6
ESC 251: TAMU WeWrite Grades 3-6 Day 1 of 2	ESC 251	Dr. Owens	We Write is an instructional framework utilizing scaffolded and explicit instruction with modeling to improve student academic performance. By utilizing strategies instruction paired with attention to self-regulatory behaviors needed to persist through the complex task of writing, teachers can achieve impressive and sustainable student writing outcomes.	7/25/2022	7/25/2022	ELA	8:30:00 AM	3:30:00 PM	6
ESC 251: TAMU We Write Grades 3-6 Day 2 of 2	ESC 251	Dr. Owens	We Write is an instructional framework utilizing scaffolded and explicit instruction with modeling to improve student academic performance. By utilizing strategies instruction paired with attention to self-regulatory behaviors needed to persist through the complex task of writing, teachers can achieve impressive and sustainable student writing outcomes	7/26/2022	7/26/2022	ELA	8:30:00 AM	3:30:00 PM	6
ESC 251: TAMU We Write Grades 7-12 Day 1 of 2	ESC 251	Dr. Owens	We Write is an instructional framework utilizing scaffolded and explicit instruction with modeling to improve student academic performance. By utilizing strategies instruction paired with attention to self-regulatory behaviors needed to persist through the complex task of writing, teachers can achieve impressive and sustainable student writing outcomes	7/27/2022	7/27/2022	ELA	8:30:00 AM	3:30:00 PM	6
ESC 251: TAMU We Write Grades 7-12 Day 2 of 2	ESC 251	Dr. Owens	We Write is an instructional framework utilizing scaffolded and explicit instruction with modeling to improve student academic performance. By utilizing strategies instruction paired with attention to self-regulatory behaviors needed to persist through the complex task of writing, teachers can achieve impressive and sustainable student writing outcomes	7/28/2022	7/28/2022	ELA	8:30:00 AM	3:30:00 PM	6

JSES D107: Technology in the Art Room	Silbernagel D107	Jennifer Rushing	Learn how to use and incorporate technology in the art room, from I Pads to ScreenCastify. Using technology to enhance your art lessons.	6/6/2022	6/6/2022	Fine Arts	8:30:00 AM	3:30:00 PM	6
JSES D107: Creating Community Awareness in the Elementary art room	Silbernagel D107	Eleanor Brown	The Dickinson Art Guild will share community projects and ways we can encourage our students to give back by creating art. Join us to create new projects for elementary art and how we can encourage community awareness through artistic interpretation.	6/7/2022	6/7/2022	Fine Arts	8:30:00 AM	3:30:00 PM	6
VIRTUAL: GT 6 Hour Update: Pivotal Actions: Working to Achieve Equitable Gifted Representation (Summer 2022) - Information Only	e-course-LIVE	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. THIS IS A VIRTUAL ONE DAY SYNCHRONOUS COURSE! To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course. The course is June 10 from 8:30 AM to 3:30 PM. window.	6/10/2002	6/10/2022	Gifted & Talented	8:30 AM	3:30 PM	6
ESC 251: Elementary GT: Depth & Complexity - Limit 90	ESC 251	L Clark / J Taylor Consultants	Come be trained by the national leaders for adding the depth and complexity to your classroom. When teaching advanced students, it isn't just about making harder assignments with more work. This course will help you learn to light up the various pathways to learning so students are experiencing true rigor in your class. This session is specifically designed for elementary GT teachers... or people who	6/1/2022	6/1/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: Secondary GT Depth and Complexity - Limit 50	ESC Boardroom	L Clark / J Taylor Consulting	Come be trained by the national leaders for adding the depth and complexity to your classroom. When teaching advanced students, it isn't just about making harder assignments with more work. This course will help you learn to light up the various pathways to learning so students are experiencing true rigor in your class. This session is specifically designed for secondary GT teachers... or people who want to become	6/1/2022	6/1/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
VIRTUAL: GT Foundations/Core: Social and Emotional (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6

VIRTUAL: GT Foundations/Core: Differentiation (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Identification & Assessment (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Creativity & Instructional Strategies (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Depth & Complexity (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Nature & Needs (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT 6 Hour Update: Differentiation for Elementary Students (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT 3 Hour Update (of the 6 total hours required): Identifying and Meeting the needs of Secondary GT students (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	3

VIRTUAL: GT 3 Hour Update (of the 6 total hours required): Why does gifted look different? Understanding differences in GT students (Summer 2022) - Information Only	e-course LIVE	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. THIS IS A ONE DAY VIRTUAL SYNCHRONOUS COURSE! To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window. The course is June 13 from 9 - 12 PM	6/13/2022	6/13/2022	Gifted & Talented	9:00:00 AM	12:00:00 PM	3
VIRTUAL: GT 3 Hour Update (of the 6 total hours required): Using Picture Books for Social Emotional Learning: Let's look at new picture books to help with the trauma we see in our gifted classrooms. (Summer 2022) - Information Only	e-course LIVE	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. THIS IS A ONE DAY VIRTUAL SYNCHRONOUS COURSE! To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window. The course is June 14 from 1 - 4 PM.	6/14/2022	6/14/2022	Gifted & Talented	1:00:00 PM	4:00:00 PM	3
ESC 251: Brain-based Learning for GT Teachers - GT Update	ESC 251	Leone Clark	Every single part of successful teaching and learning has one thing in common: THE BRAIN! How does it take input and convert it to output? This 3 hour AM session will give you a great overview to the workings of our brains and how we can use this information to improve our teaching outcomes. This counts for 3 hours of GT credit and can easily be paired with a 3 hour afternoon GT session this same day in the same room.	6/21/2022	6/21/2022	Gifted & Talented	8:30:00 AM	11:30:00 AM	3
ESC 251: GT Lately: What are the latest topics in the news - GT Update	ESC 251	Leone Clark	What are the hot-button issues impacting GT students and educators? We'll be diving deep into a few of the biggest topics in the research and in the news these days. This counts for 3 hours of GT credit and can easily be paired with a 3 hour morning GT session this same day in the same room.	6/21/2022	6/21/2022	Gifted & Talented	12:30:00 PM	3:30:00 PM	3
VIRTUAL: GT Foundations/Core: Nature & Needs (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Social and Emotional (Summer 2022) - Information Only 7/18-8/15	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window. https://se-	7/18/2022	8/15/2022	Gifted & Talented	n/a	n/a	6

VIRTUAL: GT Foundations/Core: Differentiation (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Identification & Assessment (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Creativity & Instructional Strategies (Summer 2022) - Information Only 7/18-8/15	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/15/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Depth & Complexity (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAK: GT 6 Hour Update: Meeting the Needs of GT Learners in AP and Dual Credit Classes (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT 6 Hour Update: Design for Depth (update with a focus on differentiation) (Summer 2022) - Information Only	e-course LIVE	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. THIS IS A VIRTUAL ONE DAY SYNCHRONOUS COURSE! To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course. The course is July 19 from 9 AM to 3:30 PM. window.	7/19/2022	7/19/2022	Gifted & Talented	9:00:00 AM	3:30:00 PM	6
ESC Boardroom: GT Core: Nature & Needs (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this course, we will investigate the theories and models of gifted education. We will explore the characteristics of gifted students. We learn to create an environment in which gifted and talented students feel challenged, safe to take academic risks, and express their uniqueness. This course will not count for GT Update hours, but will count for 6 of the 30 hours of core/foundation for GT.	8/1/2022	8/1/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6

ESC Boardroom: GT Core: Social & Emotional (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this course, participants will explore the varied social and emotional needs of gifted students. We will develop strategies to support their unique needs as we create and design the environmental supports of the gifted. This course will not count for GT Update hours, but will count as 6 of the 30 hours required for GT core/foundation.	8/2/2022	8/2/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: GT Core: Identification & Assessment (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this session, we will explore identification of gifted student populations. We will investigate the characteristics of under-represented groups and how these characteristics positively and negatively impact gifted identification. We will promote identification by looking through the lens of varied methods and measures. This course will not count for GT Update hours, but they will count as 6 of	8/3/2022	8/3/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: GT Core: Creativity & Instructional Strategies (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this workshop, we will study the theorists behind the need for creativity in our 21st century classroom. We will explore means to embed creativity and critical thinking into district curriculum through instructional strategies. This course will not count for GT Update hours but will count as 6 of the 30	8/4/2022	8/4/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: GT Core: Curriculum & Differentiation (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this course, we will investigate the theories and models of gifted education. We will explore the characteristics of gifted students. We learn to create an environment in which gifted and talented students feel challenged, safe to take academic risks, and express their uniqueness. This course will not count for GT Update hours but will count as 6 of the 30 core/foundation GT hours.	8/5/2022	8/5/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
SLES Gym: Elementary PE Day 1 of 4	San Leon Gym	Kristi Freund	Day #1&2-Teachers will share lesson plans ideas for the year. Each teacher will demonstrate multiple games. Teachers will discuss how these games help a positive school community. Teachers will also discuss classroom management and techniques used to promote safety.	6/6/2022	6/6/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
SLES Gym: Elementary PE Day 2 of 4	San Leon Gym	Kristi Freund	Day #1&2-Teachers will share lesson plans ideas for the year. Each teacher will demonstrate multiple games. Teachers will discuss how these games help a positive school community. Teachers will also discuss classroom management and techniques used to promote safety.	6/7/2022	6/7/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
LMS Gym: Middle School PE Teacher- Day 1 of 2	Lobit MS Gymnasium	Sandra DeLeon	On day one we will share lesson plans ideas for next year, learn about budgeting and ordering supplies, as well as explore how to utilize fundraising to expand and develop your programs.	6/7/2022	6/7/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6

DHS Vintage Gym: Health & PE (7th-12th) - Day 1 of 2	DHS Competition Side Gym	Tina Knight-Gray	Collaborations, Budget, Incorporating Pre-Athletics in 6th grade, Health PD.	6/7/2022	6/7/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
SLES Gym: Elementary PE Day 3 of 4	San Leon Gym	Kristi Freund	Day #3- Morning Session: Teachers will discuss field day logistics. Teachers will demonstrate games and activities used for field day. Afternoon Session: Teachers will discuss how they incorporate health and wellness in their classes.	6/8/2022	6/8/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
LMS Gym: Middle School PE Teacher- Day 2 of 2	Lobit MS Gymnasium	Sandra DeLeon	On day two, we will learn about and demonstrate multiple games and activities and discuss how these games should be played and how thye can help build a positive school community.	6/8/2022	6/8/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
DHS Vintage Gym: Health & PE (7th-12th) - Day 2 of 2	DHS Competition Side Gym	Tina Knight-Gray	Collaborations, Budget, Incorporating Pre-Athletics in 6th grade, Health PD.	6/8/2022	6/8/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
SLES Gym: Elementary PE Day 4 of 4	San Leon Gym	Kristi Freund	Day #4- Morning Session: Teacher will discuss school and community involvement and brainstorm ideas expanding this collaboration. Teachers will discuss equipment needs and discuss budget and fundraising ideas. Teachers will share knowledge acquired at the 2021 TAHPERD conference and plan for the 2022 conference. Teachers will also work on ideas to get their schools and communities to be more active. Afternoon Session: Teachers will participate in team building activities. Teachers will reflect the importance of unity and teamwork	6/9/2022	6/9/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
DHS Competition Gym: Basketball Schemes & Systems	DHS Competition Gym	Eric Anderson	Gator Basketball Schemes and Systems	6/24/2022	6/24/2022	Health & Physical Education / Athletics	8:00 AM	4:00 PM	6
DHS Fieldhouse CR: Football Offense/Defense/Special Teams Install - Day 1 of 2	DHS Fieldhouse CR	Eric Anderson	Football: Day 1 of 2 for Offense/Defense/Special Teams Install	7/28/2022	7/28/2022	Health & Physical Education / Athletics	8:00 AM	5:00 PM	6
DHS Fieldhouse CR: Football Offense/Defense/Special Teams Install - Day 2 of 2	DHS Fieldhouse CR	Eric Anderson	Football: Day 2 of 2 for Offense/Defense/Special Teams Install	7/29/2022	7/29/2022	Health & Physical Education / Athletics	8:00 AM	5:00 PM	6
ESC 251: PLC at Work Coaching Workshop	ESC 251	Solution Tree Associate, Clara Sale Davis	Tevxw9*$:$sjxli{svowlst0${lmgl$fikyr$ hyvmrkxli65166$wglssp$}iev${mpp$fi$ gsqfmrih$mrxs$sri$he}2$Tevxmgmtexmsrmwf}$ mrzmxexmsr$srp}$,pmqmxihxs544-	6/8/2022	6/8/2022	Leadership	8:00:00 AM	4:00:00 PM	6

ESC 251: Leading with Better Conversations	ESC 251	Jacquelyn Kennedy	As coaches and leaders, it's time to thrive. Join us to learn how to: Coach ourselves and each other to become better communicators, listen with empathy, find common ground, and build trust Our students' academic, social, and emotional growth depends upon our doing this hard work. It's time to roll up our sleeves, open our minds, and dare to change for the better of the students we serve.	6/22/2022	6/22/2022	Leadership	8:30:00 AM	3:30:00 AM	6
LMS Cafeteria: Representing and Solving with Whole Number Operations, grades 3-5 - Limit 30	Lobit MS Cafeteria	Region 4, D'Ann Schneider, Jacquelyn Kennedy	Wondering how to lead students to mastery when representing and solving problems with whole number operations? Engage with word problem structures that help students see mathematical connections and relationships. Practice representing and solving word problems through the eyes of students to uncover understandings that are still developing. Leave with classroom-ready activities designed to support transfer and	6/28/2022	6/28/2022	Math	8:30:00 AM	3:30:00 PM	6
LES Cafeteria: Purposeful Math Play for Pre-K & K - Limit 30	Lobit Elem Cafeteria	Region 4, D'Ann Schneider, Jacquelyn Kennedy	Are you looking for ways to incorporate purposeful play in your prekindergarten and kindergarten mathematics classroom? Join us as we explore ways to make mathematics learning even more meaningful and engaging. Engage in purposeful mathematics play and leave with an action plan for implementing play in your classroom.	6/28/2022	6/28/2022	Math	8:30:00 AM	3:30:00 PM	6
LES Cafeteria: Representing and Solving Addition and Subtraction Word Problems, grades K-2 - Limit 30	Lobit Elem Cafeteria	Region 4, D'Ann Schneider, Jacquelyn Kennedy	Wondering how to lead students to mastery when representing and solving problems with whole number addition and subtraction? Engage with word problem structures that help students see mathematical connections and relationships. Practice representing and solving word problems through the eyes of students to uncover understandings that are still developing. Leave with classroom-ready activities designed to support transfer and	6/30/2022	6/30/2022	Math	8:30:00 AM	3:30:00 PM	6
MJHS Cafeteria: G 7,8,Algebra Region 4 presents Math Carnegie Learning Curriculum	MJHS Cafeteria	Sana Brennan	Intended for MJHS teachers, coaches and Admin. HRES teachers are eligible to participate.	7/27/2022	7/27/2022	Math	8:30:00 AM	3:30:00 PM	6
ESC 230/231: Preparing for New STAAR in Math 3rd grade - Alg 1	ESC 230/231	Mandy Snelson	Participants will explore the types of questions that will be new to STAAR 2022, and create activities to target the TEKS and the new question types with and without technology.	7/28/2022	7/28/2022	Math	8:30:00 AM	3:30:00 AM	6
DHS LGI: Solution Tree Math Planning - Limit 100	DHS LGI Room	Sarah Ballew	Work with Sarah Ballew from Solution Tree to learn about effective Math Planning.	8/1/2022	8/1/2022	Math	8:30:00 AM	3:30:00 PM	6

DHS Auditorium: NEW to DISD Training - Day 1 of 4	Begin in Gator Mall - Main entrance to DHS	Chad Nuetzmann, Carla Voelkel, Maggie Burk, Melissa Williams Scott, Justin Richardson, Paul Trahan	This mandatory training is only for professionals newly employed to the district for the 2022-2023 school year. All trainings will take place at Dickinson High School. A detailed schedule including training content and locations will be provided prior to the training. New hires will be enrolled in this course prior to the training by the Director of Professional Development. No action is required on your part to register.	8/2/2022	8/2/2022	New to District / FYT Academy / Mentor Training	7:30:00 AM	4:00:00 PM	6
DHS: NEW to DISD Training - Day 2 of 4	DHS Dance Room & Computer Labs	Justin Richardson & Melissa Williams Scott	This mandatory training is only for professionals newly employed to the district for the 2022-2023 school year. All trainings will take place at Dickinson High School. A detailed schedule including training content and locations will be provided prior to the training. New hires will be enrolled in this course prior to the training by the Director of Professional Development. No action is required on your part to register.	8/3/2022	8/3/2022	New to District / FYT Academy / Mentor Training	8:00:00 AM	4:00:00 PM	6
DHS: NEW to DISD Training - Day 3 of 4	DHS Dance Room & LGI Room	Kevin Curtis, Lisa Herrera, Laurie Rodriguez	This mandatory training is only for professionals newly employed to the district for the 2022-2023 school year. All trainings will take place at Dickinson High School. A detailed schedule including training content and locations will be provided prior to the training. New hires will be enrolled in this course prior to the training by the Director of Professional Development. No action is required on your part to register.	8/4/2022	8/4/2022	New to District / FYT Academy / Mentor Training	8:00:00 AM	4:00:00 PM	6
DHS LGI: FYT Mentor Training & Luncheon (Required of all DISD Mentors)	DHS LGI Room	Chad Nuetzmann	This mandatory mentor training and 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 2022-2023 school year. Attendance at this training is a requirement of the DISD Mentor program. The training will be from 8:30-11:20 and the luncheon will begin shortly afterwards to allow mentors to conenct with thei FYT's. The luncheon will begin in the LGI room at 11:30 am. This is not an open enrollment course. Qualifying mentor teachers will be enrolled by the Director of Teacher Development and Professional Learning.	8/5/2022	8/5/2022	New to District / FYT Academy / Mentor Training	8:30:00 AM	12:30:00 PM	3

DHS Auditorium: NEW to DISD Training - Day 4 of 4	DHS Auditorium	Robert Cobb, Kim Rich, Lilly Galindo, Leslie Hudson, Caroline Lightfoot	This mandatory training is only for professionals newly employed to the district for the 2022-2023 school year. All trainings will take place at Dickinson High School. A detailed schedule including training content and locations will be provided prior to the training. New hires will be enrolled in this course prior to the training by the Director of Professional Development. No action is	8/5/2022	8/5/2022	New to District / FYT Academy / Mentor Training	8:00:00 AM	4:00:00 PM	6
DHS LGI: First Year Teacher Academy & Mentor Luncheon	DHS LGI Room	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. Following the training there will be a luncheon for all FYT's and their mentors to meet. This is not an open enrollment course. Qualifying teachers will be enrolled by the Director of Teacher Development and Professional Learning.	8/5/2022	8/5/2022	New to District / FYT Academy / Mentor Training	11:30:00 AM	4:30:00 PM	None - Credit already given on Day 4 training
KJHS E-182: K-12 Science:The Engineering Design Process - limit 35	Science Lab-Kranz E-182	Region 4: Hannah Roach	Explore ways to facilitate a design challenge using the engineering design process (EDP). Learn how STEM experiences are supported through the EDP. Explore the key components of the EDP through the lens of teacher and student actions. Participants will leave with a design challenge and ideas for implementation including supporting students as they develop their STEM thinking.	6/29/2022	6/29/2022	Science	8:30:00 AM	3:30:00 PM	6
Kranz E:182: K-12 Science: The Engineering Design Process - limit 35 (Repeat Session)	Science Lab-Kranz E-182	Region 4: Hannah Roach	Explore ways to facilitate a design challenge using the engineering design process (EDP). Learn how STEM experiences are supported through the EDP. Explore the key components of the EDP through the lens of teacher and student actions. Participants will leave with a design challenge and ideas for implementation including supporting students as they develop their STEM thinking.	7/14/2022	7/14/2022	Science	8:30:00 AM	3:30:00 PM	6

Texas LRE Sumners Institute: The American History Challenge: Helping Teach the Tougher TEKS (8th Grade) - Out of District Event: (Summer 2022) - Information Only	Out of District - Information Only - Not registering in Eduphoria	Texas LRE	You MUST register for this course at texaslre.org/professional-development/ - not in eduphoria. This posting is FYI only. This virtual institute is designed to address TEKS that are challenging to 8th grade students including: domestic policies of the early Presidents, foreign policies of the early Presidents; political parties; Reconstruction. Participants will have the opportunity to work at their own pace on portions of the institute, learn from scholars and consultants in live sessions, and demonstrate their understanding of learning through a variety of activities. Explore lessons and strategies that support student success and enrich existing curriculum. Participants receive access to all materials upon completion of the course. Register at texaslre.org/professional-development/	7/11/2022	7/14/2022	Social Studies	9:00:00 AM	12:00:00 PM	12
Texas LRE Sumners Institute: The American History Challenge: Helping Teach the Tougher TEKS (High School) - Out of District Event:(Summer 2022) - Information Only	Out of District - Information Only - Not registering in Eduphoria	Texas LRE	You MUST register for this course at texaslre.org/professional-development/ - not in eduphoria. This posting is FYI only. This virtual institute is designed to address TEKS that are challenging to high school American History students including: Gilded and Progressive Eras; the New Deal; Cold War; and Civil Rights. Participants will have the opportunity to work at their own pace on portions of the institute, learn from scholars and consultants and demonstrate their learning through a variety of activities. Explore lessons and strategies that support student success and enrich existing curriculum. Participants receive access to all materials upon completion of the course. Register at texaslre.org/professional-development/ for more information.	7/11/2022	7/14/2022	Social Studies	1:00 PM	4:00:00 PM	12

Texas LRE: Sumners Institute: Kids are Citizens, Too! - Out of District Event: (Kinder-3rd) (Summer 2022) - Information Only	Out of District - Information Only - Not registering in Eduphoria	Texas LRE	You MUST register for this course at texaslre.org/professional-development/ - not in eduphoria. This posting is FYI only. Suggested audience: Kindergarten to 3rd Grade teachers. Kids need to understand civics too! Join us as we explore activities and children's literature that will help teachers lay a foundation for teaching responsible citizenship and celebrating America's beliefs and principles. The institute will provide resources to address: characteristics of good citizens; community helpers; symbols, customs, and celebrations that represent America's identity. These concepts are explored through guided and shred reading/writing opportunities appropriate for kindergarten through 3rd grade students. Participants receive access to all materials upon completion of the course. Visit texaslre.org/professional-development/ to register	7/13/2022	7/13/2022	Social Studies	8:00:00 AM	4:00:00 PM	6
Texas LRE: Sumners Institute on the Founding Documents - Out of District Event: (Summer 2022) - Information Only	Out of District - Information Only - Not registering in Eduphoria	Texas LRE	You MUST register for this course at texaslre.org/professional-development/ - not in eduphoria. This posting is FYI only. This virtual institute will focus on our nation's founding documents and events that have had the greatest influence on the development of our government. It is designed to address: The Declaration of Independence, English and Early American Influences on the development of the U.S. Constitution, the Constitutional Convention, the Federalist and Anti-Federalist debates, and the articles of the U.S. Constitution. Join us and explore lessons and strategies that support student success and enrich existing curriculum. Participants receive access to all materials upon completion of the course. Suggested Audience: 5th, 8th, and Government teachers.	7/18/2022	7/22/2022	Social Studies	8:00:00 AM	4:00:00 PM	21
ESC 230/231: CSI: Creating a Successful IEP	ESC 230/231	Kimberly Davidson	This course is a refresher on the the components that build a successful individual education program from FIE to PLAAFP to Goals and beyond. This is a one day session that will be offered as a refresher, max capacity is 30 attendees for each session. This session will be offered on 6/6 and 6/22.	6/6/2022	6/6/2022	Special Programs	8:30:00 AM	3:30:00 PM	6

Silbernagel Library: What is the evidence? Implementation and data collection - REQUIRED for all SPED teachers - Limit 60	Silbernagel Library	Kimberly Davidson	Compliance course for special education teachers to gain insight on implementation and data collection to document the support and services provided. This is the third edition of compliance training (1st edition =Foundations: A to Z and IEPs, 2nd edition =CSI: Creating successful IEPs). This training will be offered on June 8 and repeated on June 28, and June 29.	6/8/2022	6/8/2022	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC 232: CSI: Creating a Successful IEP	ESC 232	Kimberly Davidson	This course is a refresher on the the components that build a successful individual education program from FIE to PLAAFP to Goals and beyond. This is a one day session that will be offered as a refresher, max capacity is 30 attendees for each session.	6/22/2022	6/22/2022	Special Programs	8:30:00 AM	3:30:00 PM	6
Silbernagel Library: What is the evidence? Implementation and data collection - REQUIRED for all SPED teachers - Limit 60	Silbernagel Library	Kimberly Davidson	Compliance course for special education teachers to gain insight on implementation and data collection to document the support and services provided. This is the third edition of compliance training (1st edition =Foundations: A to Z and IEPs, 2nd edition =CSI: Creating successful IEPs). This training will be offered on June 8 and repeated on June 28, and June 29.	6/28/2022	6/28/2022	Special Programs	8:30:00 AM	3:30:00 PM	6
Silbernagel Library: What is the evidence? Implementation and data collection - REQUIRED for all SPED teachers - Limit 60	Silbernagel Library	Kimberly Davidson	Compliance course for special education teachers to gain insight on implementation and data collection to document the support and services provided. This is the third edition of compliance training (1st edition =Foundations: A to Z and IEPs, 2nd edition =CSI: Creating successful IEPs). This training will be offered on June 8 and repeated on June 28, and June 29.	6/29/2022	6/29/2022	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC 232: Behavior Clinic-Day 1 of 2	ESC 232	Maggie Burk, Cephus Scott, Patricia Kaemmer, Jenny Blanco	ABCD Teachers and Behavior Coaches Provide training on job duties of behavior specialists (ABCD teachers, behavior coaches, behavior paras) including data collection, reorientation, monitoring, social skills, restorative practices, why try, etc. Part 1 is on 8/1 and part 2 is on 8/8. Must attend both days.	8/1/2022	8/1/2022	Special Programs	8:00:00 AM	4:00:00 PM	6
ESC 232: Behavior Clinic-Day 2 of 2	ESC 232	Maggie Burk, Cephus Scott, Patricia Kaemmer, Jenny Blanco	ABCD Teachers and Behavior Coaches Provide training on job duties of behavior specialists (ABCD teachers, behavior coaches, behavior paras) including data collection, reorientation, monitoring, social skills, restorative practices, why try, etc. Part 1 is on 8/1 and part 2 is on 8/8. Must attend both days.	8/8/2022	8/8/2022	Special Programs	8:00:00 AM	4:00:00 PM	6

VIRTUAL: Level 3 Schoology Workshop - must apply for consideration using google form	VIRTUAL e-course	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott	Those who use Schoology four times per week or more (in other words, almost daily) are recommended to take a Level 3 Schoology Professional Development Session. Level 3 Sessions will be online in the Schoology platform and self-paced, with regularly scheduled Zoom sessions for further support. Please complete the Google Form at https://forms.gle/KpBzeRHwSniL3pbHA for consideration and approval to participate in a Level 3 Schoology Professional Development experience.	Window opens on 6/1/2022	Window closes on 7/31/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 1) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Callie Harmon, Amy Link, Nathan Robinson, Cheryl Tippit	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	6/28/2022	6/28/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library:Level 1 Schoology Workshop (Session 2) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Erika Peugeot, Brook Morgan, Jazz Kristensen, Amy Link	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building	6/29/2022	6/29/2022	Technology	8:00:00 AM	3:00:00 PM	6

Lobit Library: Level 2 Schoology Workshop (Session 1) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Erika Peugeot, Nathan Robinson, Chelsea Winters, Cheryl Tippit	Those who use Schoology three times per week or more are recommended to attend a Level 2 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	6/30/2022	6/30/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 3) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Cassidy Dill, Taylor Simpson, Chelsea Winters	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/12/2022	7/12/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 4) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Cassidy Dill, Taylor Simpson, Ashley Thornton	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building,	7/13/2022	7/13/2022	Technology	8:00:00 AM	3:30:00 PM	6

Lobit Library: Level 2 Schoology Workshop (Session 2) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Ashley Thronton	Those who use Schoology three times per week or more are recommended to attend a Level 2 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/14/2022	7/14/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 5) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Sheri Howard, Zulma Walker	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/19/2022	7/19/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 6) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Sheri Howard, Kassandra Vargas	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/20/2022	7/20/2022	Technology	8:00:00 AM	3:00:00 PM	6

Lobit Library: Level 2 Schoology Workshop (Session 3) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Zulma Walker, Brook Morgan	Those who use Schoology three times per week or more are recommended to attend a Level 2 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/21/2022	7/21/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 7) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Hunter Forsythe, Christy Lynn	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/26/2022	7/26/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 8) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Hunter Forsythe, Samantha Battleson, Lisa Brown	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/27/2022	7/27/2022	Technology	8:00:00 AM	3:00:00 PM	6

Lobit Library: Level 2 Schoology Workshop (Session 4) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Samantha Battleson, Lisa Brown	Those who use Schoology three times per week or more are recommended to attend a Level 2 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building	7/28/2022	7/28/2022	Technology	8:00:00 AM	3:00:00 PM	6

DICKINSON ISD
TEACHER DEVELOPMENT
& PROFESSIONAL LEARNING

DICKINSON
INDEPENDENT SCHOOL DISTRICT

GATOR NATION

THINK

CONFERENCE

73

JUNE 2-3, 2022



USE THE HASHTAG:

#GATORTHINK22

ON YOUR SOCIAL MEDIA POSTS DURING THE CONFERENCE
FOR A CHANCE TO WIN DOOR PRIZES!

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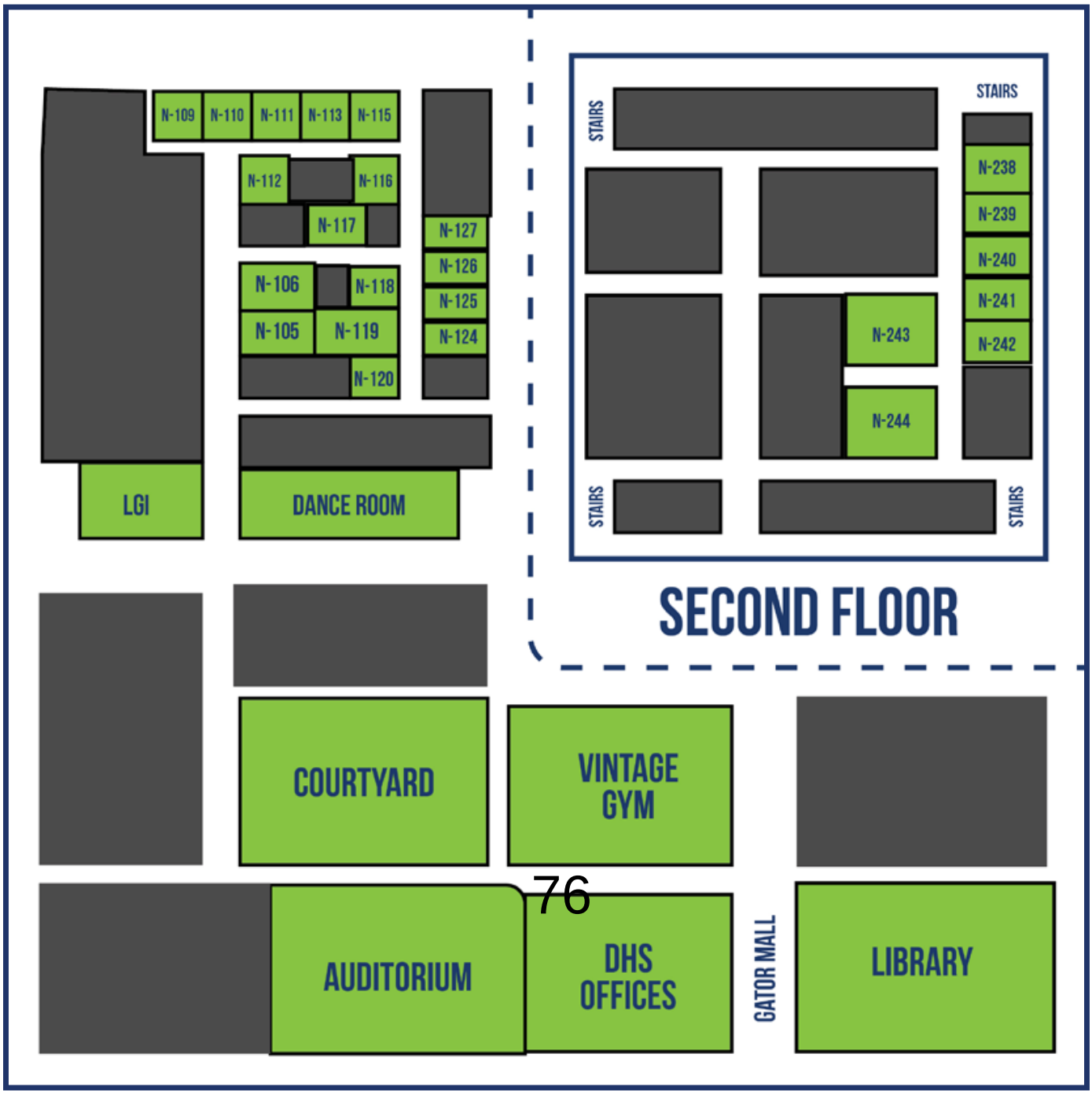
PRESENTER RESOURCES

Presentations and presenter resources will be available for you to download/view by scanning the QR code below or by visiting the DISD Gator Think webpage. Resources are organized by lead presenter's first name and include contact information for each lead presenter.

VISIT THE CONFERENCE WEB PAGE BY VISITING:

WWW.DICKINSONISD.ORG/GATORTHINK

VENUE MAP


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WELCOME!

I would like to personally welcome each of you to our first Dickinson ISD Gator Nation Professional Development Summer Conference. It is an exciting time for our school district as we continue to grow and adapt to the needs of our students in an ever-changing world. The field of education is constantly evolving and the need to learn and collaborate has never been greater. We are proud to offer this opportunity to bring inspired people together in forums like this, to ensure that Dickinson ISD remains on the cutting edge of educational excellence.

Here is an idea of what to expect and what we plan to achieve together over the next couple of days.

First, you will have the opportunity to choose from more than 120 unique sessions to attend over the next two days. Sessions include topics relating to grade-level content, classroom management, GT & STEM, special education, technology, fine arts, dual language and ESL, skyward, lead4ward, CTE, mental health and wellness, and much more.

There will be five breakout sessions scheduled each day, with each session lasting approximately 50 minutes. If you just can't decide which session you want to attend, that's OK, because most sessions will be offered again the following day.

In between sessions, you will have plenty of time to connect with colleagues and make new friends while engaging in activities and games along the way to your next learning experience. When it's time to break for lunch, you will have an hour and a half to relax and fuel up at of one of the food trucks conveniently provided on-site or, feel free to go to your favorite local spot.

At the end of the conference, you will be inspired for what lies ahead and will be equipped to take on the challenge. In addition to the many resources and ideas you will leave with, you will also receive 12 hours (2 days) worth of exchange day credit for the upcoming 22-23 school year.

We would like to thank each of you for attending our conference and sharing your expertise. You, as teacher leaders, have the vision, the knowledge, the passion and the experience to help pave our way into the future. You are truly our greatest asset both today and tomorrow, and we could not accomplish what we do without your support and dedication.



CHAD NUETZMANN
DIRECTOR OF TEACHER DEVELOPMENT & PROFESSIONAL LEARNING

About Teacher Development & Professional Learning

When asked what they want for their children, parents and community members overwhelmingly agree that they want the best teacher possible in every classroom. Research confirms that the most important factor contributing to a student's success in school is the teacher and the quality of their instruction. To meet this expectation, professional development is one of the most effective strategy schools have. Even though it can take up precious time, it is critical to the long-term success of our students, staff and district. Participating in professional development exposes you to new ideas and perspectives, increases your expertise in your field and builds confidence. In addition, we love to grow our own leaders, so increasing your knowledge and skills through professional development may be exactly what you need to take the next step in your career here in Gator Nation!

DICKINSON ISD
TEACHER DEVELOPMENT & PROFESSIONAL LEARNING

KEYNOTE SPEAKER



JUSTIN RICHARDSON
CHIEF LEARNING OFFICER, LEAD4WARD

Hello, Dickinson ISD!

I am so proud to be part of the Gator Nation's first THINK conference. I have had the pleasure of learning with DISD for the past several years. This district has some of the most incredible teachers and leaders in the state – innovative, caring, and FUN. Your students are truly surrounded by proud traditions and the promise of exciting futures.

Dickinson ISD has created the THINK conference for you with the hope of inspiring new questions, creating new connections, and discovering new ideas. Take advantage of the time to THINK with others. Strike up a conversation with someone new because the brilliance of this conference is each of YOU.

Get out of your comfort zone - that's where the magic happens. Dare ya to let go of something that has been holding you back. Dare ya to say that crazy idea out loud. Dare ya to ask 'what if'. Dare ya to be curious like a kid. Have fun and enjoy each day.

Welcome to Dickinson ISD's 2022 THINK conference!

About Justin Richardson

Bringing years of district leadership experience, Justin Richardson, Ed.D., is passionate about engaging, challenging, and supporting educators to create something new and amazing! He believes our purpose as educators is to bring out the greatness in others. As the Chief Learning Officer for lead4ward, Justin provides direction on learning initiatives with a creative and innovative approach. His vast understanding of the learning process provides a platform for the lead4ward team to support leaders and teachers in what's best for students.

Prior to joining lead4ward, Justin served as Executive Director of Curriculum and Professional Development for Canyon ISD. In this role, he developed and led the implementation of Professional Learning Communities, curriculum alignment, assessment and data analysis processes, and intervention systems. He led Canyon ISD in the implementation of digital learning, Google Apps for Education, and development of an award-winning induction program for new teachers and mentors. In addition, Justin has served on the TEA state assessment item review committee, SBOE mathematics review committee, and many more.

About lead4ward

lead4ward makes a difference in the lives of students by helping educators focus their work, creating structures that give teachers and students a sense of hope and confidence, and supporting leaders with systems they can trust. We believe educators change the world one child at a time. Serving over 800 school districts, lead4ward is an essential partner in supporting the success of schools. lead4ward anticipates and integrates the changing needs of schools, maintaining a focus of professional learning, engaging instruction, and meaningful assessment.

Success requires transformative leadership. Working with the district in a coordinated service delivery model, lead4ward works to build capacity in district and campus leadership teams, creating a sustainable leadership structure to support ongoing work.

SAVE THE DATE!

PLC AT WORK® LIVE INSTITUTES

JUNE 14 - 16

DICKINSON HIGH SCHOOL
7:45 AM – 3:45 PM (DAILY)

Please contact your principal for more information on how to register!



DICKINSON INDEPENDENT SCHOOL DISTRICT

View the DISD Summer 2022 Professional Development Catalog by scanning the QR code on the left or by visiting www.dickinsonisd.org.

THINK CONFERENCE AT-A-GLANCE - DAY 1

Opening	Room #	Breakout 1	Breakout 2	Lunch	Breakout 3	Breakout 4	Breakout 5
8:00 - 8:50		9:00 - 9:50	10:10 - 11:00	11:00 - 12:30	12:30 - 1:20	1:40 - 2:30	2:50 - 3:40
Opening Kick-off and Keynote in Auditorium	LGI	Lead4ward 101 with Justin Richardson		Lunch: Self-pay food trucks available on-site	Lead4ward STAAR 2.0 with Justin Richardson		
	Dance Room	Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of EL's - Part 1 of 2			Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of EL's - Part 2 of 2		
	N105 Computer Lab	Digital Lit Circles in Schoology - Deep Dive			Blended Learning in Schoology	Blended Learning for Littles	Digital Lit Circles
	N106 Computer Lab	Rock STAAR 2.0 on Schoology	Elementary Teachers Guide to Flipgrid & Nearpod		"Our Favorite Things" that you can do with Technology		I Can Do That in Schoology!?!
	N119 Computer Lab				Skyward - Did You Know?	Skyward - Did You Know?	Getting Down with DESMOS
	N109	We're All in this Together: Multicultural Collaboration using Music & Art	Teacher Self Care: Not Just Bubble Baths and Ice Cream		Incorporating Music into your Elementary Classroom	Ways to Bring Literacy into the Art Classroom	Multicultural Celebrations in the Elementary Classroom
	N110	5 Proven brainstorming strategies to improve student discourse.	Everything you ever wanted to knowabout 6th grade Science TEKS		Everything you ever wanted to knowabout 7th grade Science TEKS	Everything you ever wanted to knowabout 8th grade Science TEKS	
	N111	Come Write With Me.	All Write Already, We Know! But what does it look like?		Sparking Science Inquiry (PK-4)	Writing: The Learning Elixir	22 Books You Must Have in Your '22 Classroom
	N112	Welcome to the Writing Studio			It's All About the Question!	Tackle Tutoring - One Task Box at a Time!	
	N113	Maximizing your Go Math Digital Resources!	Dare Ya to Make Word Problems Relevant		Productive Struggle	Rock Your Math Block!	Maximizing your Go Math Digital Resources!
	N115	Amira- Your Virtual Reading Tutor	Maximizing your Science Fusion Digital Resources		Amira- Your Virtual Reading Tutor	Maximizing your Science Fusion Digital Resources	
	N116	Investigating Lead4ward Instructional Strategies Playlist	3 BIG IDEAS about Q3 (PLC): What do we do if our students haven't learned it?		5 Tools for Success with Randomization		The Art of the Parent Conference
	N117		Making Math Stations Your Favorite Thing!		Get Schooled on Schoology	ST Math for grades PK-6th	ST Math for grades PK-6th (Repeat)
Opening Kick-off and Keynote in Auditorium	N118	My Student Has Dysgraphia! Now What?	Dyslexia 101	Lunch: Self-pay food trucks available on-site	Dyslexia 2.0	DNQ- Do NOT Quit!!!	
	N120	Accommodating in the classroom; who, what, when and how	Continium of SPED services: What does that stand for? An understanding of the programs available in RISD		Accommodating in the classroom; who, what, when and how	How Teachers can prepare for the 504/ARD Meeting	Special education instructional design and learning (for sped audience)
	N124	Full STEAM Ahead: STEAM For All!	DNQ- Do NOT Quit!!!				Walking Wounded: Trauma Isn't Just About Our Students - Day 1 (2 part series)
	N125	Knowing The Why (Yours and Theirs) - A Reflective Approach to Classroom Management	Cross-Curricular Where?: Collaboration of ELA and History		Who, What, Where and How to Access the Gator Wellness Center	TPSP Projects for your Gifted Gators	It's Hiding Right There: Technology you use every day but Better
	N126		Roadmap to Successful RLA Instruction		Equity in Instruction: Reframing How Educators Approach Instrucion, Assessment and Relationships		Building and Sustaining Partnerships
	N127		Character, Education, Responsibility - Bringing the CLASS back into the classroom		Engaging ELs in Your Content		Character, Education, Responsibility - Bringing the CLASS back into the classroom
	N238	Small but Mighty: Using Small Group Instruction in Science	Dare Ya! to take risks in the RLA classroom		Fundations K-3 Phonics Overview		Supporting Autistic Students in the General Education Classroom
	N239	Learning in the Fast Lane	From Burn Out to Turn Out		Interdisciplinary Teaching	WRITE ON! Effective Writing Instruction in K-1 Classrooms	
	N240						
	N241	Universal Design for Learning: A Crash Course			Creativity in the Classroom	What's Up with Down Syndrome: Respond but don't React Method	Consistently Crystal Clear Communication: In person, on the phone and in writing
	N242		Dipsticks: How to Do "ALL THE THINGS!"		SAY WHAT? (What is Communication: Using Assistive Technology in the educational setting)		TELPAS strategies Vital for EB (Bil/ESL) Students, but also "GREAT" for ALL students.
	N243	Virtual Interactive Word Walls (K-4)	Virtual Interactive Word Walls (5-8)			Creativity in Science (5-8)	Creativity in Science (PK-4)
	N244	Y'all Gonna Make Me Lose My Mind			Creativity in the Classroom	Handwritten Notes and Memory Research	Varying Vocabulary - ways to engage students in vocabulary learning

THINK CONFERENCE AT-A-GLANCE - DAY 2

Room #	Breakout 6	Breakout 7	Breakout 8	Lunch	Breakout 9	Breakout 10	Closing Ceremony
	8:00 - 8:50	9:00 - 9:50	10:10 - 11:00	11:00 - 12:30	12:30 - 1:20	1:40 - 2:30	2:50 - 3:40
LGI	Neurodevelopmental Effects of At-Risk Behavior with Dr. Crystal Collier		Overview-Neurodevelopmental Effects of At-Risk Behavior with Dr. Crystal Collier	Lunch: Self-pay food trucks available on-site	Neurodevelopmental Effects of At-Risk Behavior with Dr. Crystal Collier		Closing Ceremonies in Auditorium with DoorPrizes!!
Dance Room		Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of EL's - Part 1 of 2			Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of EL's - Part 2 of 2		
N105 Computer Lab	Digital Lit Circles in Schoology - Deep Dive		Blended Learning in Schoology		Blended Learning for Littles	Digital Lit Circles	
N106 Computer Lab	Rock STAAR 2.0 on Schoology	Elementary Teachers Guide to Flipgrid & Nearpod	I Can Do That in Schoology!?!		"Our Favorite Things" that you can do with Technology		
N119 Computer Lab			Skyward - Did You Know?		Skyward - Did You Know?	Getting Down with DESMOS	
N109	We're All in this Together: Multicultural Collaboration using Music & Art	Teacher Self Care: Not Just Bubble Baths and Ice Cream	Incorporating Music into your Elementary Classroom		Ways to Bring Literacy into the Art Classroom	Multicultural Celebrations in the Elementary Classroom	
N110	5 Proven brainstorming strategies to improve student discourse.	Everything you ever wanted to knowabout 6th grade Science TEKS	Everything you ever wanted to knowabout 7th grade Science TEKS		Everything you ever wanted to knowabout 8th grade Science TEKS		
N111	Come Write With Me.	All Write Already, We Know! But what does it look like?	Sparking Science Inquiry (PK-4)		Writing: The Learning Elixir	22 Books You Must Have in Your '22 Classroom	
N112	Welcome to the Writing Studio		It's All About the Question!		Tackle Tutoring - One Task Box at a Time!		
N113	Maximizing your Go Math Digital Resources!	Dare Ya to Make Word Problems Relevant	Productive Struggle		Rock Your Math Block!	Maximizing your Go Math Digital Resources!	
N115	Amira- Your Virtual Reading Tutor	Maximizing your Science Fusion Digital Resources	Amira- Your Virtual Reading Tutor		Maximizing your Science Fusion Digital Resources		
N116	Investigating Lead4ward Instructional Strategies Playlist	3 BIG IDEAS about Q3 (PLC): What do we do if our students haven't learned it?	5 Tools for Success with Randomization		The Boy Crisis	The Art of the Parent Conference	
N117		Making Math Stations Your Favorite Thing!	Get Schooled on Schoology				
N118	My Student Has Dysgraphia! Now What?	Dyslexia 101	Dyslexia 2.0	Lunch: Self-pay food trucks available on-site	DNQ- Do NOT Quit!!!		Closing Ceremonies in Auditorium with DoorPrizes!!!
N120	How Teachers can prepare for the 504/ARD Meeting	Accommodating in the classroom; who, what, when and how	Special education instructional design and learning (for sped audience)				
N124	Full STEAM Ahead: STEAM For All!					Walking Wounded: Trauma Isn't Just About Our Students - Day 2 (2 part series)	
N125	Knowing The Why (Yours and Theirs) - A Reflective Approach to Classroom Management	Cross-Curricular Where?: Collaboration of ELA and History	Who, What, Where and How to Access the Gator Wellness Center		TPSP Projects for your Gifted Gators	It's Hiding Right There: Technology you use every day but Better	
N126		Roadmap to Successful RLA Instruction	Equity in Instruction: Reframing How Educators Approach Instrucion, Assessment and Relationships			Building and Sustaining Partnerships	
N127		Character, Education, Responsibility - Bringing the CLASS back into the classroom	Engaging ELs in Your Content			Character, Education, Responsibility - Bringing the CLASS back into the classroom	
N238	Small but Mighty: Using Small Group Instruction in Science	Dare Ya! to take risks in the RLA classroom	Fundations K-3 Phonics Overview			Supporting Autistic Students in the General Education Classroom	
N239	Learning in the Fast Lane	From Burn Out to Turn Out	Interdisciplinary Teaching		WRITE ON! Effective Writing Instruction in K-1 Classrooms		
N240	MAP Testing 101	MAP Testing 101	MAP Reports Beyond the Basics: impact your instruction by using MAP reports		MAP Reports Beyond the Basics: impact your instruction by using MAP reports	MAP Reports Beyond the Basics: impact your instruction by using MAP reports	
N241	Universal Design for Learning: A Crash Course		Consistently Crystal Clear Communication: In person, on the phone and in writing		Getting Groovy with the G's: Cognitive Processing Introduction		
N242		Dipsticks: How to Do "ALL THE THINGS!"	SAY WHAT? (What is Communication: Using Assistive Technology in the educational setting)			TELPAS strategies Vital for EB (Bil/ESL) Students, but also "GREAT" for ALL students.	
N243	Virtual Interactive Word Walls (K-4)	Virtual Interactive Word Walls (5-8)			Creativity in Science (5-8)	Creativity in Science (PK-4)	
N244	Y'all Gonna Make Me Lose My Mind		Creativity in the Classroom		Handwritten Notes and Memory Research	Varying Vocabulary - ways to engage students in vocabulary learning	

GATOR NATION

THINK

CONFERENCE

DAY ONE

SCHEDULE

THURSDAY, JUNE 2

WELCOME/KEYNOTE ADDRESS

THURSDAY, JUNE 2 | 8:00 A.M. - 8:50 A.M.

Room: DHS Auditorium

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 9:00 A.M. - 9:50 A.M.

LEAD4WARD 101 WITH JUSTIN RICHARDSON

PRESENTED BY: JUSTIN RICHARDSON

Room: LGI (9:00 a.m. - 11:00 a.m.)

If you are new to lead4ward tools and resources or need a refresher, this class is designed for you! Launch your lead4ward work and learn how to use the student-centered, teacher-friendly tools, resources, and strategies from lead4ward to make learning meaningful and engaging.
This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.

SHELTERED INSTRUCTION IN TEXAS: SECOND LANGUAGE ACQUISITION METHODS FOR TEACHERS OF EL'S – PART 1 OF 2

PRESENTED BY: NATALIA HECKMAN (SEIDLITZ EDUCATION), LISA HERRERA

Room: N144 (Dance Room) (9:00 a.m. - 11:00 a.m.)

This is a two-part full-day training, requiring a double block in the morning and a double block in the afternoon. Participants will receive a copy of the book, Sheltered Instruction in Texas upon completion of the afternoon session. The series will be repeated on day two for those who choose not to attend on the first day, but attendance on both parts must take place on the same day. Limited to 50 participants per session. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 9:00 A.M. - 9:50 A.M.

DIGITAL LIT CIRCLES IN SCHOOLOGY – DEEP DIVE

PRESENTED BY: DEANNA WILLIAMS, JENNIFER RUSHING

Room: N105 Computer Lab (9:00 a.m. - 11:00 a.m.)

Many schools are moving back to using literature circles versus a whole class novel. Schoology can seamlessly transform classroom in-person lit circles to digital, blended, or even flipped lit circles. Students can participate in the classroom, home, bus, or anywhere they can connect to the Internet. This site will provide you with the templates, icons, assignments, and detailed teacher resources to conduct your own digital Schoology Lit Circles. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

ROCK STAAR 2.0 ON SCHOOLOGY

PRESENTED BY: TAYLOR SIMPSON (HOLT), JENNIFER FARRIS AND TIA PORTER

Room: N106 Computer Lab

“””Don’t let STAAR 2.0 rock your brain! Become a Rock star and learn how to successfully integrate STAAR 2.0 items into Schoology. The following question types will be focused on: Text Entry, In-line Choice, Drag and Drop, Match Table Grid.
Target Audience 2nd - 6th grade math and science teachers”””

WE'RE ALL IN THIS TOGETHER: MULTICULTURAL COLLABORATION USING MUSIC AND ART

PRESENTED BY: KELSEY SCHEUERMAN (HELTON), JANETTE MAGDALENO

Room: N109

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Bring the art room and music class together to create a cross-curricular expedition around the world. We will focus on how art and music support ELA and STEAM. Join us in our journey!

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 9:00 A.M. - 9:50 A.M.

FIVE PROVEN BRAINSTORMING STRATEGIES TO IMPROVE STUDENT DISCOURSE

PRESENTED BY: CAROL BULLOCK

Room: N110

Brainstorming Strategies: Getting learning to Stick

COME WRITE WITH ME

PRESENTED BY: CHARLES MOORE

Room: N111

Attendees will be invited to explore authentic writing territories that engage writers in a student-focused process using high yield strategies. Teachers will have time to write beside texts and in response to a variety of stimuli across multiple genres.

WELCOME TO THE WRITING STUDIO

PRESENTED BY: JUAN EDGAR GONZALEZ JR.

Room: N112 (9:00 a.m. - 11:00 a.m.)

"It's no secret that writing instruction is filled with many obstacles. The Writing Studio is open and ready empower you with everything you need to make writing instruction even more engaging! In this session, join Mr. G as he guides you through ideas and activities that will bring passion to your writing block, and help you inspire authentic writing. Grab your writing notebook, sharpen your pencils, and let's get ready to WRITE!" ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 9:00 A.M. - 9:50 A.M.

MAXIMIZING YOUR GO MATH DIGITAL RESOURCES!

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N113

Bring a device and let's dive into the tools and resources you have digitally to support student mastery of the TEKS.

AMIRA– YOUR VIRTUAL READING TUTOR

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N115

Come meet Dickinson ISD's first intelligent reading assistant that listens, assesses, and tutors. Learn how Amira accelerates reading mastery for your students!

INVESTIGATING LEAD4WARD INSTRUCTIONAL STRATEGIES PLAYLIST

PRESENTED BY: CHELSEY BIRMINGHAM

Room: N116

In this session we will investigate the Lead4ward instructional strategies playlist.

MY STUDENT HAS DYSGRAPHIA! NOW WHAT?

PRESENTED BY: CHRISTINA DOMINY AND KRISTINE REISTETTER

Room: N118

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Attendees will learn to identify characteristics of Dysgraphia, how it impacts student performance in the classroom, how to support the Dysgraphic student with Universal Design for Learning (UDL), accommodations and strategies.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 9:00 A.M. - 9:50 A.M.

ACCOMMODATING IN THE CLASSROOM; WHO, WHAT, WHEN AND HOW

PRESENTED BY: KIMBERLY DAVIDSON, MIKE HERDMAN

Room: N120

Accommodations in the general education classroom, examples and documentation.

FULL STEAM AHEAD: STEAM FOR ALL!

PRESENTED BY: BRITTA CARTER

Room: N124

STEAM is for everyone! Anyone interested in trying STEAM in your classroom or just wish to learn about STEAM can attend this session and walk away with hands-on, engaging strategies to enrich your craft!

KNOWING THE WHY (YOURS AND THEIRS) – A REFLECTIVE APPROACH TO CLASSROOM MANAGEMENT

PRESENTED BY: DAVID "MAC" MCCONNELL, RASHAD SEE

Room: N125

When a child needs to learn how to read.....WE TEACH! When a child needs to learn how to count.....WE TEACH! When a child needs to learn how to drive.....WE TEACH! When a child needs to learn how to cook.....WE TEACH! When a child behaves inappropriately in the classroom..... WE TEACH??? Unfortunately, when it comes to classroom management, often times we do not teach.....WE PUNISH! Why do we as teachers treat behavior different from the academic content we try to teach our children everyday? What would happen if we had the same attitude and beliefs towards behavior as we do academics? What if we taught the children in our classrooms how to deal with the real "whys" behind their misbehaviors? Change like this can happen, but it has to start with us and not the child.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 9:00 A.M. - 9:50 A.M.

SMALL BUT MIGHTY: USING SMALL GROUP INSTRUCTION IN SCIENCE

PRESENTED BY: JENNA MCCLUNG

Room: N238

Participants will learn how to successfully plan and implement small group instruction: NO EXTRA WORK REQUIRED! We will also explore how to incorporate the upcoming Science STAAR 2.0 questions types and standards within our small groups. Learn how making these small changes will create a mighty impact for our students and their needs.

LEARNING IN THE FAST LANE

PRESENTED BY: LAURA BREAUX, JUSTIN MARTIN, ASHLEY MOORE, TRAVIS SMITH, KAY LEWIS

Room: N239

Come join in the fun as four KRANZTASTIC teachers from the 4 core content areas present successful strategies that put ALL students on the road to academic success, based on the book by Suzy Pepper Rollins. The book, Learning in the Fast Lane, formed the basis of DISD's pop-in PD in 2021-22. Copies of the book will be given as door prizes at the end of the session to randomly selected participants. All participants will experience proven strategies to help all students get back on track without leaving anyone behind, including students who are ready for more.

UNIVERSAL DESIGN FOR LEARNING: A CRASH COURSE

PRESENTED BY: MEGAN GILES

Room: N241

Universal Design for Learning from a teachers perspective- how to take what you are already doing and reframe it to support all learners.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 9:00 A.M. - 9:50 A.M.

VIRTUAL INTERACTIVE WORD WALLS (K–4)

PRESENTED BY: REGION 4

Room: N243

Have you been wondering how to create an interactive word wall virtually? Come join us as we take a dive into creating interactive word walls online that provide students a meaningful way to interact with new vocabulary terms.

Y'ALL GONNA MAKE ME LOSE MY MIND

PRESENTED BY: SARAH OHIJAI, ASHLEE BEAGNYAM

Room: N244

Everyone has different classroom management techniques that they have developed over their years of teaching. Sometimes though, your best methods do not work with your more challenging students. We want to dive into the world of Emotional and Behavioral Disabilities within the general education classroom and help equip all teachers with tools and techniques to prevent and eliminate these challenging behaviors.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 10:10 A.M. - 11:00 A.M.

LEAD4WARD 101 WITH JUSTIN RICHARDSON

PRESENTED BY: JUSTIN RICHARDSON

Room: LGI

If you are new to lead4ward tools and resources or need a refresher, this class is designed for you! Launch your lead4ward work and learn how to use the student-centered, teacher-friendly tools, resources, and strategies from lead4ward to make learning meaningful and engaging.
This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.

SHELTERED INSTRUCTION IN TEXAS: SECOND LANGUAGE ACQUISITION METHODS FOR TEACHERS OF EL'S (1 OF 2)

PRESENTED BY: NATALIA HECKMAN (SEIDLITZ EDUCATION), LISA HERRERA

Room: N144 (Dance Room)

This is a two-part full-day training, requiring a double block in the morning and a double block in the afternoon. Participants will receive a copy of the book, Sheltered Instruction in Texas upon completion of the afternoon session. The series will be repeated on day two for those who choose not to attend on the first day, but attendance on both parts must take place on the same day. Limite 50 participants per session. ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

DIGITAL LIT CIRCLES IN SCHOOLOGY – DEEP DIVE

PRESENTED BY: DEANNA WILLIAMS, JENNIFER RUSHING

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Room: N105 Computer Lab

Many schools are moving back to using literature circles versus a whole class novel. Schoology can seamlessly transform classroom in-person lit circles to digital, blended, or even flipped lit circles. Students can participate in the classroom, home, bus, or anywhere they can connect to the internet. This site will provide you with the templates, icons, assignments, and detailed teacher resources to conduct your own digital Schoology Lit Circles. ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 10:10 A.M. - 11:00 A.M.

ELEMENTARY TEACHERS GUIDE TO FLIPGRID AND NEARPOD

PRESENTED BY: PETRA ORTEGA, TASHA REHM

Room: N106 Computer Lab

Looking for ways to enhance your students' response skills? This course shares tips on how to navigate Flipgrid and Nearpod lessons, so you can get the most out of your students' responses.

TEACHER SELF CARE: NOT JUST BUBBLE BATHS AND ICE CREAM

PRESENTED BY: KELSEY SCHEUERMAN (HELTON), JANETTE MAGDALENO

Room: N109

Teaching is not for the faint of heart! In this session, attendees will discover how to take care of themselves through this profession and sustain a long and healthy career. We will focus on the five categories of self care and how to incorporate them into your life, with a fine arts twist!

EVERYTHING YOU EVER WANTED TO KNOW ABOUT 6TH GRADE SCIENCE TEKS

PRESENTED BY: CAROL BULLOCK

Room: N110

Participants will have an opportunity to read through and discuss the new 6th grade Science TEKS being implemented in 2024-2025

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 10:10 A.M. - 11:00 A.M.

ALL WRITE ALREADY, WE KNOW! BUT WHAT DOES IT LOOK LIKE?

PRESENTED BY: ASHLEY ANDERSON, CHARLES MOORE

Room: N111

Have you been to ALL the trainings? Have you read ALL the PD books? Do you know ALL the acronyms? But are you still confused at how writing AND reading actually look in the classroom? This breakout will give you practical application of what reading and writing looks like in the classroom across all curriculums.

WELCOME TO THE WRITING STUDIO

PRESENTED BY: JUAN EDGAR GONZALEZ JR.

Room: N112

“””It’s no secret that writing instruction is filled with many obstacles. The Writing Studio is open and ready empower you with everything you need to make writing instruction even more engaging! In this session, join Mr. G as he guides you through ideas and activities that will bring passion to your writing block, and help you inspire authentic writing. Grab your writing notebook, sharpen your pencils, and let’s get ready to WRITE!”. ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

DARE YA TO MAKE WORD PROBLEMS RELEVANT

PRESENTED BY: STACIE WHITENER

Room: N113

Create real world, culturally relevant word problems from pictures of Dickinson’s community, (such as the library, schools, parks, restaurants, and neighborhoods,) for students to complete during the year.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 10:10 A.M. - 11:00 A.M.

MAXIMIZING YOUR SCIENCE FUSION DIGITAL RESOURCES

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N115

Bring your device and let's dive into how to navigate your online Science Fusion student and teacher resources, including the NEW "Into Science" teacher resources!

3 BIG IDEAS ABOUT Q3 (PLC): WHAT DO WE DO IF OUR STUDENTS HAVEN'T LEARNED IT?

PRESENTED BY: HAYLEE ANDERSON, NICHOLAS LOHMAN

Room: N116

We're two Math teachers who have been in the trenches this year making the PLC process work for us! In this training we will guide you through how to sort your CFA data, group your students, plan for small group intervention, and how to pull small groups.

MAKING MATH STATIONS YOUR FAVORITE THING!

PRESENTED BY: ALEXANDRIA HERNANDEZ, JAZZ KRISTENSEN, MARISHA AUSMUS, SHELLEY SHAW, BAILEY PENNY, MEG TREADWELL

Room: N117

Learn different ways to structure your math stations and get some fun station ideas for your students.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 10:10 A.M. - 11:00 A.M.

DYSLEXIA 101

PRESENTED BY: KAREN HOLLEN, THOMAS WELLMAN, ROSE-ANNE THOMPSON

Room: N118

Provide the audience with an increased understanding of dyslexia. It will address the following areas: What dyslexia is Misconceptions about dyslexia, What dyslexia may look like in the classroom, Classroom accommodations and strategies.

CONTINIUM OF SPED SERVICES: WHAT DOES THAT STAND FOR? AN UNDERSTANDING OF THE PROGRAMS AVAILABLE IN DISD

PRESENTED BY: KIMBERLY DAVIDSON, MIKE HERDMAN

Room: N120

What is the difference between the programs we have across the district? Find out the continuum of services provided in DISD to meet the needs of our students.

DNQ- DO NOT QUIT!!!

PRESENTED BY: DUSTIN PEREIRA, MAGGIE BURK

Room: N124

What do you do now that Special Education has evaluated and the student does NOT qualify??? The answer- DO NOT QUIT!! We have some great strategies to help you determine what do to help the student be successful using the Full and Individual Evaluation- which is packed with so much great information!

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 10:10 A.M. - 11:00 A.M.

CROSS-CURRICULAR WHERE?: COLLABORATION OF ELA AND HISTORY

PRESENTED BY: NATHAN ROBINSON, LAURA SUTTON

Room: N125

The Do's, the Don'ts, the In's, and the Outs of combining History and RLA. Two classes are working together to create a place for collaboration, communication, creativity, critical thinking, and reflection to help our students grow. Learn how two teachers seamlessly blend their curriculum for student engagement.

ROAD MAP TO SUCCESSFUL RLA INSTRUCTION

PRESENTED BY: BROOKE NEWELL, SUSAN COOK

Room: N126

Are you ready to shift your focus from teaching to learning? Are you brave enough? PLCs can be a powerful system to empower teachers to deeply understand the depth and complexity of the TEKS, backwards instructional design, intentional planning, data-driven instruction conversations, intervention, and enrichment. This work is not easy; in fact, it may be the most challenging work you have ever done. BUT we'll think, ponder, and question all things literacy and design a road map for successful RLA instruction.

CHARACTER, EDUCATION, RESPONSIBILITY – BRINGING THE CLASS BACK INTO THE CLASSROOM

PRESENTED BY: CEPHUS HUDSON SCOTT, LAURA BILEY

Room: N127

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Bringing the CLASS back into the classroom

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 10:10 A.M. - 11:00 A.M.

DARE YA! TO TAKE RISKS IN THE RLA CLASSROOM

PRESENTED BY: THERESA MARTIN, SHELLEY SHAW

Room: N238

Come take a RISK with a couple of adventurist teachers who are ready to push the limits and more... If you believe in the saying, Out with the old and in with the new, then this is the session for you! Learn how to prepare students for the new generation of STAAR and life beyond! Be bold with us as we share ideas for how to engage our Gen Z and Gen Alpha learners.

FROM BURN OUT TO TURN OUT

PRESENTED BY: ANGIE ESTES, SUSAN HAYNES

Room: N239

Overwhelmed? Exhausted? Feel like you are on a hamster wheel? This session will help you build a system for getting 1% better everyday by making tiny, easy changes that yield big results. You will leave this session with an action plan to improve your life-work balance. Change your habits, change your life!

DIPSTICKS: HOW TO DO "ALL THE THINGS!"

PRESENTED BY: LEONE CLARK

Room: N242

Superhero teachers are asked to incorporate strategies from AVID, Lead4Ward, ESL trainings, and a dozen other things. How can a mere mortal do it all? Differentiating for the range of students you have doesn't have to be impossible! I'll present a tool I developed for formative assessments to incorporate a painless and LOGICAL approach to lesson planning that can reduce teacher stress and increase student engagement. This is a small portion of a full day session being offered at the ESC on June 7th.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 10:10 A.M. - 11:00 A.M.

VIRTUAL INTERACTIVE WORD WALLS (5-8)

PRESENTED BY: REGION 4

Room: N243

Have you been wondering how to create an interactive word wall virtually? Come join us as we take a dive into creating interactive word walls online that provide students a meaningful way to interact with new vocabulary terms.

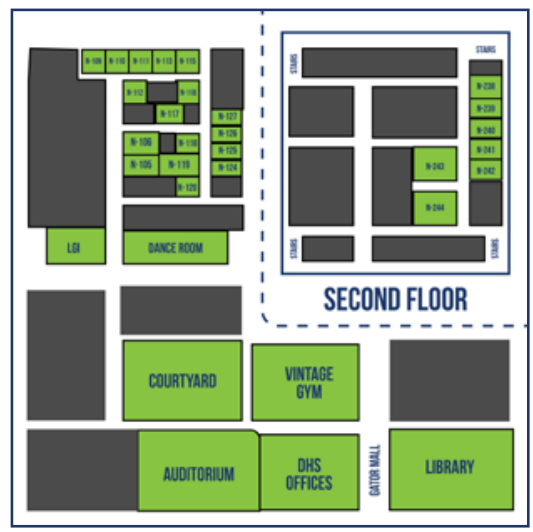
LUNCH ON YOUR OWN

THURSDAY, JUNE 2 | 11:00 A.M. - 12:30 P.M.

Conference attendees are welcome to bring their own lunch and eat in one of the DHS dining areas, leave the Dickinson High School facilities to a local restaurant of their choice, or visit one of the food trucks parked outside the high school in the band parking lot.

ON SITE FOOD TRUCKS:

DoMex
Lunch Lady's MacAttack
Good Grub Grill
Houston's Pink Box
Raising Canes Chicken Fingers
New Ground Coffee Co.



BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 12:30 P.M. - 1:20 P.M.

LEAD4WARD STAAR 2.0 WITH JUSTIN RICHARDSON

PRESENTED BY: JUSTIN RICHARDSON

Room: LGI (12:30 p.m. - 2:30 p.m.)

What is STAAR 2.0 and what do I need to know? The STAAR redesign creates opportunity for connections. Let's take time to connect high quality classroom instruction to the new components of the test. Leave with a better understanding of the redesigned STAAR and an instructional focus to launch the school year. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

SHELTERED INSTRUCTION IN TEXAS: SECOND LANGUAGE ACQUISITION METHODS FOR TEACHERS OF EL'S – (2 OF 2)

PRESENTED BY: NATALIA HECKMAN (SEIDLITZ EDUCATION), LISA HERRERA

Room: N144 (Dance Room) (12:30 p.m. - 2:30 p.m.)

This is a two-part full-day training, requiring a double block in the morning and a double block in the afternoon. Participants will receive a copy of the book, Sheltered Instruction in Texas upon completion of the afternoon session. The series will be repeated on day two for those who choose not to attend on the first day, but attendance on both parts must take place on the same day. Limited 50 participants per session. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

BLENDED LEARNING IN SCHOOLOGY

PRESENTED BY: CHELSEA WINTERS, CLARA SNELSON, DEANNA WILLIAMS

Room: N105 Computer Lab

Use Schoology everyday to create a Blended Learning environment. In this session we will present new ways to assess your students and discuss how you can use Schoology to create engaging lessons for remediation and enrichment.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 12:30 P.M. - 1:20 P.M.

"OUR FAVORITE THINGS" THAT YOU CAN DO WITH TECHNOLOGY

PRESENTED BY: JENNIFER RUSHING, CAROLINE LIGHTFOOT

Room: N106 Computer Lab (12:30 p.m. - 2:30 p.m.)

Build engaging lessons, flyers, and branding through some of our favorite tools. Canva, Google Sites, Google Slides, Flaticon, LunaPic, removeBG, TextGiraffe, and ColorPick Eye Dropper will add to your digital presentations and presence! ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

SKYWARD – DID YOU KNOW?

PRESENTED BY: MISTY MOFFITT, ANGIE ESTES

Room: N119 Computer Lab

Skyward gradebook training for teachers and staff that utilize the gradebook. In this session, we will review and unlock features of the Skyward gradebook. The infamous NEW button, entering discipline, submitting a grade change... the list goes on. Including available reports to you for your classroom that can be time saving!

INCORPORATING MUSIC INTO YOUR ELEMENTARY CLASSROOM

PRESENTED BY: KELSEY SCHEUERMAN (HELTON), JANETTE MAGDALENO

Room: N109

Learn how to add a little music to your classroom, even if you don't get to be the music teacher! This session will focus on children's literature, movement and technology to engage your students using music. Music is all around us; embrace it!

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 12:30 P.M. - 1:20 P.M.

EVERYTHING YOU EVER WANTED TO KNOW ABOUT 7TH GRADE SCIENCE TEKS

PRESENTED BY: CAROL BULLOCK

Room: N110

Participants will have an opportunity to read through and discuss the new 7th grade Science Teks being implemented in 2024-2025

SPARKING SCIENCE INQUIRY (PK–4)

PRESENTED BY: SHAWN FLORES

Room: N111

Do you want to do some hands on learning, but how can you get it started? Learn how you can spark science learning using books, real materials, and pictures to engage the student learning.

IT'S ALL ABOUT THE QUESTION!

PRESENTED BY: STEPHANIE EADER

Room: N112

Guided questions to eliminate potential distracters and aid in true process of elimination to ensure successful problem solving.

PRODUCTIVE STRUGGLE

100

PRESENTED BY: JACQUELYN STEPHENS

Room: N113

In this enrichment session, educators will experience productive struggle and expand our understanding of Growth Mindset. Join Jackie Stephens, as we explore STEM Bins and shift our focus to change the way we approach challenges in our classrooms and beyond. It's time to turn mistakes into teachable moments that will empower ALL students!

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 12:30 P.M. - 1:20 P.M.

AMIRA– YOUR VIRTUAL READING TUTOR

PRESENTED BY: LAUREN VISCARIELLO (HMH), BRADY BUSBY

Room: N115

Come meet Dickinson ISD's first intelligent reading assistant that listens, assesses, and tutors. Learn how Amira accelerates reading mastery for your students!

5 TOOLS FOR SUCCESS WITH RANDOMIZATION

PRESENTED BY: KIRSTEN WESTBROOK

Room: N116

Come learn and/or review best practices for randomization in your classroom! This workshop will help you get better at getting all your students involved in class discussions.

GET SCHOOLED ON SCHOOLOGY

PRESENTED BY: VICTORIA YOUNG, MELISSA EVERETT

Room: N117

Join a first-year CTE instructor in a schoology session designed to help you navigate the online platform. Hear first-hand how I adapted and became proficient at schoology. If I can do it, you can do it!

DYSLEXIA 2.0 101

PRESENTED BY: KAREN HOLLEN, THOMAS WELLMAN, ROSE-ANNE THOMPSON

Room: N118

"The session will begin with a brief explanation of how deficits in basic cognitive functions associated with dyslexia affect student performance. Participants will then explore how to build instruction for dyslexic students using their strengths and accommodating for their weaknesses."

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 12:30 P.M. - 1:20 P.M.

ACCOMMODATING IN THE CLASSROOM; WHO, WHAT, WHEN AND HOW

PRESENTED BY: KIMBERLY DAVIDSON, MIKE HERDMAN

Room: N120
Accommodations in the general education classroom, examples and documentation.

WHO, WHAT, WHERE & HOW TO ACCESS THE GATOR WELLNESS CENTER

PRESENTED BY: KIM JACKSON

Room: N125
We will learn ways to support students, staff and families utilizing the resources provided by the Gator Wellness Center. Together we will become energized and inspired!

EQUITY IN INSTRUCTION: RE FRAMING HOW EDUCATORS APPROACH INSTRUCTION, ASSESSMENT AND RELATIONSHIPS

PRESENTED BY: CHRISTINA CAVNESS

Room: N126

Teachers will explore how they currently approach equity across three domains (content delivery, scoring, and relationships). Teachers will be presented with research that demonstrates the importance of equity in all areas of education. Strategies will be presented to help teachers reframe their current practices for each of the three domains. Finally, teachers will be able to reflect on what they can do differently to ensure equity in their classrooms.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 12:30 P.M. - 1:20 P.M.

ENGAGING ELS IN YOUR CONTENT

PRESENTED BY: CATHERINE DOCKERY

Room: N127

Participants will get to observe and experience strategies in action that will allow ELs, even Newcomers, to engage meaningfully with the class content.

FUNDATIONS K-3 PHONICS OVERVIEW

PRESENTED BY: CRISTINA SAMUELSON

Room: N238

In this session participants will receive an overview of skills and components covered in the Foundations phonics program for levels K-3. Participants will leave with an understanding of the program, concepts, and activities they can apply in their own classrooms.

INTERDISCIPLINARY TEACHING

PRESENTED BY: KRYSTAL TREVINO

Room: N239

Interdisciplinary learning is gaining STEAM! During this session, you will get an overview of what interdisciplinary units are and how to incorporate interdisciplinary learning into your current curriculum through the use of theme units and project-based learning.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 12:30 P.M. - 1:20 P.M.

CREATIVITY IN THE CLASSROOM

PRESENTED BY: MARA CLEMENTS

Room: N241

This presentation will cover some ways of bringing creative projects and learning into the classroom of any content.

SAY WHAT? (WHAT IS COMMUNICATION: USING ASSISTIVE TECHNOLOGY IN THE EDUCATIONAL SETTING)

PRESENTED BY: MEGAN CRAFT

Room: N242

Alternative means of communication both verbal and written will be presented

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BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 1:40 P.M. - 2:30 P.M.

LEAD4WARD STAAR 2.0 WITH JUSTIN RICHARDSON

PRESENTED BY: JUSTIN RICHARDSON

Room: LGI

What is STAAR 2.0 and what do I need to know? The STAAR redesign creates opportunity for connections. Let's take time to connect high quality classroom instruction to the new components of the test. Leave with a better understanding of the redesigned STAAR and an instructional focus to launch the school year. ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

SHELTERED INSTRUCTION IN TEXAS: SECOND LANGUAGE ACQUISITION METHODS FOR TEACHERS OF EL'S – PART 2 OF 2

PRESENTED BY: NATALIA HECKMAN (SEIDLITZ EDUCATION), LISA HERRERA

Room: N144 (Dance Room)

This is a two-part full-day training, requiring a double block in the morning and a double block in the afternoon. Participants will receive a copy of the book, Sheltered Instruction in Texas upon completion of the afternoon session. The series will be repeated on day two for those who choose not to attend on the first day, but attendance on both parts must take place on the same day. Limited 50 participants per session. ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

BLENDED LEARNING FOR LITTLES

PRESENTED BY: JAZZ KRISTENSEN

105

Room: N105 Computer Lab

Yes, our littlest learners can integrate technology, too! See how to use Schoology and Choice Boards with even your youngest learners.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 1:40 P.M. - 2:30 P.M.

"OUR FAVORITE THINGS" THAT YOU CAN DO WITH TECHNOLOGY

PRESENTED BY: JENNIFER RUSHING, CAROLINE LIGHTFOOT

Room: N106 Computer Lab

Build engaging lessons, flyers, and branding through some of our favorite tools. Canva, Google Sites, Google Slides, Flaticon, LunaPic, removeBG, TextGiraffe, and ColorPick Eye Dropper will add to your digital presentations and presence! ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.****

SKYWARD – DID YOU KNOW?

PRESENTED BY: MISTY MOFFITT, ANGIE ESTES

Room: N119 Computer Lab

Skyward gradebook training for teachers and staff that utilize the gradebook. In this session, we will review and unlock features of the Skyward gradebook. The infamous NEW button, entering discipline, submitting a grade change... the list goes on. Including available reports to you for your classroom that can be time saving!

WAYS TO BRING LITERACY INTO THE ART CLASSROOM

PRESENTED BY: JANETTE MAGDALENO

Room: N109

Children's book inspired art projects. How to create cross curricular Art Lessons that reinforce literacy.

106

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 1:40 P.M. - 2:30 P.M.

EVERYTHING YOU EVER WANTED TO KNOW ABOUT 8TH GRADE SCIENCE TEKS

PRESENTED BY: CAROL BULLOCK

Room: N110

To provide a dedicated time for teachers to dig through and discuss the upcoming changes in the Science Teks and how it will affect them

WRITING: THE LEARNING ELIXIR

PRESENTED BY: CHARLES MOORE, SUSAN HAYNES

Room: N111

Based on the book This is Disciplinary Literacy, teachers will Read, Write, Think and Do across content areas, participating in strategies that will help students grow from a superficial understanding into a content expert.

TACKLE TUTORING – ONE TASK BOX AT A TIME!

PRESENTED BY: ADRIENNE DUNHAM

Room: N112 (1:40 p.m. - 3:40 p.m.)

"Are you excited about all of the help that your students are getting from paraprofessionals and ESSER Tutors on your campus, but struggle to find meaningful tasks for them complete in their time away from your classroom? What if you were able to create 9 weeks worth of detailed, organized activities that were fun and engaging, set the paraprofessional or tutor up for success, AND had a focus on our district's essential standards? Join me to learn simple ways to plan, organize, and create task boxes that simplify tutoring time!" *This session is geared for Elementary Math (K-4 Math) teachers. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 1:40 P.M. - 2:30 P.M.

ROCK YOUR MATH BLOCK!

PRESENTED BY: JUAN EDGAR GONZALEZ JR.

Room: N113

“””New content, spiraling objectives, and fact practice, OH MY! How do we do it all? Here is our chance to come together as math teachers and showcase the success of our work in the classroom! Join Mr. G as he guides you through his math block that empowers all learners to see themselves as mathematicians. Together you will discuss and practice various math activities that can be used within the guided math classroom framework.”””

MAXIMIZING YOUR SCIENCE FUSION DIGITAL RESOURCES

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N115

Bring your device and let’s dive into how to navigate your online Science Fusion student and teacher resources, including the NEW “Into Science” teacher resources!

ST MATH FOR GRADES PK–6TH

PRESENTED BY: CYNTHIA JOHANSEN

Room: N117

Learn the basics and beyond of using ST MATH with students. How can the teacher help students to persevere on this program? This is a research-based math supplemental program that helps increase mathematical conceptual understanding and closes gaps.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 1:40 P.M. - 2:30 P.M.

DNQ- DO NOT QUIT!!!

PRESENTED BY: DUSTIN PEREIRA, MAGGIE BURK

Room: N118

What do you do now that Special Education has evaluated and the student does NOT qualify??? The answer- DO NOT QUIT!! We have some great strategies to help you determine what do to help the student be successful using the Full and Individual Evaluation- which is packed with so much great information!

HOW TEACHERS CAN PREPARE FOR THE 504/ARD MEETING

PRESENTED BY: SHANNAH SAUERS, SAMARIA EPPS

Room: N120

ARD requirements for General Education teachers

TPSP PROJECTS FOR YOUR GIFTED GATORS

PRESENTED BY: HEATHER PETWAY, JAMIE CANTRELL

Room: N125

TPSP project ideas, requirements, and Q&A about projects

WRITE ON! EFFECTIVE WRITING INSTRUCTION IN K-1 CLASSROOMS

PRESENTED BY: KAREN NAISER

109

Room: N239

“WRITE ON!! When students build strong writing skills at an early age, they gain an invaluable tool for learning, communication, and self-expression that will serve them for the rest of their lives. Come and join us in learning how to create an engaged community of writers, provide daily time for writing ,teach foundational writing skills, and teach students to use the writing process for a variety of purposes in K-1 classrooms. “

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 1:40 P.M. - 2:30 P.M.

WHAT'S UP WITH DOWN SYNDROME: RESPOND BUT DON'T REACT METHOD

PRESENTED BY: LAURIE RODRIGUEZ, MADALYN MEIER

Room: N241

We have several students with Down Syndrome in our district, and most educators will work with a student with Down Syndrome at some point in their career. This session will review the reasons why students with Down syndrome experience specific learning and behavioral profiles and provide explicit techniques for supporting positive behavior and teaching techniques for helping our students thrive.

CREATIVITY IN SCIENCE (5-8)

PRESENTED BY: REGION 4

Room: N243

Unleash the creativity in all students by incorporating multiple learning styles that involve the whole brain. Be ready to explore and brainstorm how to apply strategies that include motion, rhythm, writing, visuals, and more. By venturing outside our comfort zones, we can show students how to do the same while also proving that's when we learn the most!

HANDWRITTEN NOTES AND MEMORY RESEARCH

PRESENTED BY: ONA MULL

Room: N244

Provide recent research data on retention of information when notes are taken by hand or typed on a laptop.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 2:50 P.M. - 3:40 P.M.

DIGITAL LIT CIRCLES

PRESENTED BY: DEANNA WILLIAMS, TRACEY MOORE

Room: N105 Computer Lab

The attendees will hear from the classroom teacher and the librarian about how to successfully implement Digital Lit Circles on their campus.

I CAN DO THAT IN SCHOOLOGY!?!

PRESENTED BY: ASHLEY THORNTON, CAROLINE LIGHTFOOT

Room: N106 Computer Lab

Schoology Master Ashley Thornton will show best practices for building a digital lesson in Schoology and how to maximize class time with our Learning Management System (LMS).

GETTING DOWN WITH DESMOS

PRESENTED BY: KATI FARIAS, TAYLOR TUCKER AND KATHY BROWN

Room: N119 Computer Lab

Activities math teachers can do with classes on a device using the free application DESMOS

MULTICULTURAL CELEBRATIONS IN THE ELEMENTARY CLASSROOM

PRESENTED BY: KELSEY SCHEUERMAN (HELTON), JANETTE MAGDALENO

Room: N109

Celebrate traditions from around the world through song, children's literature and more! Attendees will learn about holidays and celebrations that can easily be incorporated into the classroom.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 2:50 P.M. - 3:40 P.M.

22 BOOKS YOU MUST HAVE IN YOUR '22 CLASSROOM

PRESENTED BY: SHERI HOWARD, BROOK MORGAN AND SAMANTHA BATTLESON

Room: N111

Librarians will share and suggest ways to use 22 newly-published books from a variety of genres (including nonfiction) that are perfect for the 2022-23 elementary classroom. Campus libraries will house the suggested books giving each teacher access.

TACKLE TUTORING – ONE TASK BOX AT A TIME!

PRESENTED BY: ADRIENNE DUNHAM

Room: N112

"Are you excited about all of the help that your students are getting from paraprofessionals and ESSER Tutors on your campus, but struggle to find meaningful tasks for them complete in their time away from your classroom? What if you were able to create 9 weeks worth of detailed, organized activities that were fun and engaging, set the paraprofessional or tutor up for success, AND had a focus on our district's essential standards? Join me to learn simple ways to plan, organize, and create task boxes that simplify tutoring time!" ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

MAXIMIZING YOUR GO MATH DIGITAL RESOURCES!

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N113

Bring a device and let's dive into the tools and resources you have digitally to support student mastery of the TEKS.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 2:50 P.M. - 3:40 P.M.

THE ART OF THE PARENT CONFERENCE

PRESENTED BY: PATRICK SPIES, AMANDA RYAN, ANDREA FABAIN, SHALANE RUTOVIC

Room: N116

"Are you frustrated when students misbehave and you need to contact their parents? Are you worried the phone call/conference will turn against you? We can help with the following: 1. Provide a guide to help teachers successfully plan and execute a parent conference when a student has displayed inappropriate conduct in class and a parent contact is required. 2. Build positive parent relations even if the content of the call is about misbehavior "

ST MATH FOR GRADES PK-6TH (REPEAT)

PRESENTED BY: CYNTHIA JOHANSEN

Room: N117

Learn the basics and beyond of using ST MATH with students. How can the teacher help students to persevere on this program? This is a research-based math supplemental program that helps increase mathematical conceptual understanding and closes gaps.

SPECIAL EDUCATION INSTRUCTIONAL DESIGN AND LEARNING (FOR SPED AUDIENCE)

PRESENTED BY: MIKE HERDMAN

Room: N120

Will be looking at how to construct a special education classroom to maximize learning. With an emphasis on small group, station, and independent learning.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 2:50 P.M. - 3:40 P.M.

WALKING WOUNDED: TRAUMA ISN'T JUST ABOUT OUR STUDENTS – DAY 1 (2 PART SERIES)

PRESENTED BY: PATRICIA KAEMMER

Room: N124

Classroom Management from the "Inside Out" perspective- Part 1 of 2. This is a two part series. If you attend the first part on day 1, please also plan to attend the second part on day 2. We will look at how our own life experiences shape our classroom environment and management. Disclaimer:**Participants in this workshop can participate to the depth of openness to which they are comfortable. Some topics may be sensitive but will be handled with as much grace and support as possible.**

IT'S HIDING RIGHT THERE: TECHNOLOGY YOU USE EVERY DAY BUT BETTER

PRESENTED BY: NATHAN ROBINSON

Room: N125

Learn how to take technology you already use to the next level. Learn about updates to popular programs such as FlipGrid, Screencastify, Canva, Chromebooks, and more. Walk away with the knowledge and confidence to integrate technology into your class tomorrow.

BUILDING AND SUSTAINING PARTNERSHIPS

PRESENTED BY: MELISSA EVERETT

114

Room: N126

Learn the ins and outs of building and maintaining business and industry partnerships with the goal of continuous program improvement. This presentation will yield valuable approaches in regard to approaching potential business and industry members and getting them to look through the lens of CTE to see the benefits of their participation.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 2:50 P.M. - 3:40 P.M.

CHARACTER, EDUCATION, RESPONSIBILITY – BRINGING THE CLASS BACK INTO THE CLASSROOM

PRESENTED BY: CEPHUS HUDSON, SCOTT LAURA BILEY

Room: N127

Bringing the CLASS back into the classroom

SUPPORTING AUTISTIC STUDENTS IN THE GENERAL EDUCATION CLASSROOM

PRESENTED BY: MADALYN MEIER

Room: N238

This presentation will review what Autism is, how it may look different between males and females, and how teachers and staff members can support Autistic students in the general education classroom.

CONSISTENTLY CRYSTAL CLEAR COMMUNICATION: IN PERSON, ON THE PHONE AND IN WRITING

PRESENTED BY: LAURIE G. RODRIGUEZ

Room: N241

Teachers are expected to be masters level communicators, and, they have multiple audiences with whom they must communicate and they must communicate in person, on the phone and in writing. This is an introductory session which will review how to create a consistently clear communication system in person, on the phone, and in writing. Participants will leave with various communication protocols which can be personalized.

BREAKOUT SESSIONS

THURSDAY, JUNE 2 | 2:50 P.M. - 3:40 P.M.

TELPAS STRATEGIES VITAL FOR EB (BIL/ESL) STUDENTS, BUT ALSO "GREAT" FOR ALL STUDENTS.

PRESENTED BY: MARIA FIGARELLI, YAJAIRA GARCIA, KYLEE WINDHAM

Room: N242

Switching up learning through effective hands-on activities to develop student's Listening, Reading, Writing, Speaking and plus 1-Metacognitive Skills for TELPAS

CREATIVITY IN SCIENCE (PK–4)

PRESENTED BY: REGION 4

Room: N243

Unleash the creativity in all students by incorporating multiple learning styles that involve the whole brain. Be ready to explore and brainstorm how to apply strategies that include motion, rhythm, writing, visuals, and more. By venturing outside our comfort zones, we can show students how to do the same while also proving that's when we learn the most!

VARYING VOCABULARY – WAYS TO ENGAGE STUDENTS IN VOCABULARY LEARNING

PRESENTED BY: NICOLE MARAK

Room: N244

Multiple activities (including Lead4Ward playlist items) to get students to recognize vocabulary words, read and/or write about vocabulary, or to get students to connect vocabulary to visuals and/or questions from your content.

GATOR NATION

THINK CONFERENCE

DAY TWO SCHEDULE

FRIDAY, JUNE 3

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 8:00 A.M. - 8:50 A.M.

NEURODEVELOPMENTAL EFFECTS OF AT-RISK BEHAVIOR WITH DR. CRYSTAL COLLIER

PRESENTED BY: CRYSTAL COLLIER

Room: LGI (8:00 a.m. - 9:50 a.m.)

This is the cliff notes version! Dr. Collier shows what healthy brain development looks like, how risky behaviors can derail that trajectory, and how to keep development on track. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.****

DIGITAL LIT CIRCLES IN SCHOOLOGY - DEEP DIVE

PRESENTED BY: DEANNA WILLIAMS, JENNIFER RUSHING

Room: N105 Computer Lab (8:00 a.m. - 9:50 a.m.)

Many schools are moving back to using literature circles versus a whole class novel. Schoology can seamlessly transform classroom in-person lit circles to digital, blended, or even flipped lit circles. Students can participate in the classroom, home, bus, or anywhere they can connect to the internet. This site will provide you with the templates, icons, assignments, and detailed teacher resources to conduct your own digital Schoology Lit Circles. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.****

ROCK STAAR 2.0 ON SCHOOLOGY

PRESENTED BY: TAYLOR SIMPSON (HOLT), JENNIFER FARRIS AND TIA PORTER

Room: N106 Computer Lab

"Don't let STAAR 2.0 rock your brain! Become a Rockstar and learn how to successfully integrate STAAR 2.0 items into Schoology. The following question types will be focused on: Text Entry, Inline Choice, Drag and Drop, Match Table Grid. **Target Audience 2nd - 6th grade math and science teachers**"

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 8:00 A.M. - 8:50 A.M.

WE'RE ALL IN THIS TOGETHER: MULTICULTURAL COLLABORATION USING MUSIC AND ART

PRESENTED BY: KELSEY SCHEUERMAN (HELTON), JANETTE MAGDALENO

Room: N109
Bring the art room and music class together to create a cross-curricular expedition around the world. We will focus on how art and music support ELA and STEAM. Join us in our journey!

5 PROVEN BRAINSTORMING STRATEGIES TO IMPROVE STUDENT DISCOURSE

PRESENTED BY: CAROL BULLOCK

Room: N110
Brainstorming Strategies: Getting learning to Stick

COME WRITE WITH ME

PRESENTED BY: CHARLES MOORE

Room: N111
Attendees will be invited to explore authentic writing territories that engage writers in a student-focused process using high yield strategies. Teachers will have time to write beside texts and in response to a variety of stimuli across multiple genres.

WELCOME TO THE WRITING STUDIO

PRESENTED BY: JUAN EDGAR GONZALEZ JR.

Room: N112 (8:00 a.m. - 9:50 a.m.)

119

"It's no secret that writing instruction is filled with many obstacles. The Writing Studio is open and ready empower you with everything you need to make writing instruction even more engaging! In this session, join Mr. G as he guides you through ideas and activities that will bring passion to your writing block, and help you inspire authentic writing. Grab your writing notebook, sharpen your pencils, and let's get ready to WRITE!" ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 8:00 A.M. - 8:50 A.M.

MAXIMIZING YOUR GO MATH DIGITAL RESOURCES!

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N113

Bring a device and let's dive into the tools and resources you have digitally to support student mastery of the TEKS.

AMIRA– YOUR VIRTUAL READING TUTOR

PRESENTED BY: LAUREN VISCARIELLO (HMH), BRADY BUSBY

Room: N115

Come meet Dickinson ISD's first intelligent reading assistant that listens, assesses, and tutors. Learn how Amira accelerates reading mastery for your students!

INVESTIGATING LEAD4WARD INSTRUCTIONAL STRATEGIES PLAYLIST

PRESENTED BY: CHELSEY BIRMINGHAM

Room: N116

In this session we will investigate the Lead4ward instructional strategies playlist.

MY STUDENT HAS DYSGRAPHIA! NOW WHAT?

120

PRESENTED BY: CHRISTINA DOMINY AND KRISTINE REISTETTER

Room: N118

Attendees will learn to identify characteristics of Dysgraphia, how it impacts student performance in the classroom, how to support the Dysgraphic student with Universal Design for Learning (UDL), accommodations and strategies.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 8:00 A.M. - 8:50 A.M.

HOW TEACHERS CAN PREPARE FOR THE 504/ARD MEETING

PRESENTED BY: SHANNAH SAUERS, SAMARIA EPPS

Room: N120

ARD requirements for General Education teachers

FULL STEAM AHEAD: STEAM FOR ALL!

PRESENTED BY: BRITTA CARTER

Room: N124

STEAM is for everyone! Anyone interested in trying STEAM in your classroom or just wish to learn about STEAM can attend this session and walk away with hands-on, engaging strategies to enrich your craft!

KNOWING THE WHY (YOURS AND THEIRS) – A REFLECTIVE APPROACH TO CLASSROOM MANAGEMENT

PRESENTED BY: DAVID "MAC" MCCONNELL, RASHAD SEE

Room: N125

When a child needs to learn how to read.....WE TEACH! When a child needs to learn how to count.....WE TEACH! When a child needs to learn how to drive.....WE TEACH! When a child needs to learn how to cook.....WE TEACH! When a child behaves inappropriately in the classroom..... WE TEACH??? Unfortunately, when it comes to classroom management, often times we do not teach.....WE PUNISH! Why do we as teachers treat behavior different from the academic content we try to teach our children everyday? What would happen if we had the same attitude and beliefs towards behavior as we do academics? What if we taught the children in our classrooms how to deal with the real "whys" behind their misbehaviors? Change like this can happen, but it has to start with us and not the child.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 8:00 A.M. - 8:50 A.M.

SMALL BUT MIGHTY: USING SMALL GROUP INSTRUCTION IN SCIENCE

PRESENTED BY: JENNA MCCLUNG

Room: N238

Participants will learn how to successfully plan and implement small group instruction: NO EXTRA WORK REQUIRED! We will also explore how to incorporate the upcoming Science STAAR 2.0 questions types and standards within our small groups. Learn how making these small changes will create a mighty impact for our students and their needs.

LEARNING IN THE FAST LANE

PRESENTED BY: LAURA BREAUX, JUSTIN MARTIN, ASHLEY MOORE, TRAVIS SMITH, KAY LEWIS

Room: N239

Come join in the fun as four KRANZTASTIC teachers from the 4 core content areas present successful strategies that put ALL students on the road to academic success, based on the book by Suzy Pepper Rollins. The book, Learning in the Fast Lane, formed the basis of DISD's pop-in PD in 2021-22. Copies of the book will be given as door prizes at the end of the session to randomly selected participants. All participants will experience proven strategies to help all students get back on track without leaving anyone behind, including students who are ready for more.

MAP TESTING 101

PRESENTED BY: PRESENTER FROM NWEA MAP

Room: N240

122

This training will help you to learn and re-learn the basics of MAP testing and how to use the data reports to support student intervention in Reading and Math.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 8:00 A.M. - 8:50 A.M.

UNIVERSAL DESIGN FOR LEARNING: A CRASH COURSE

PRESENTED BY: MEGAN GILES

Room: N241

Universal Design for Learning from a teachers perspective- how to take what you are already doing and reframe it to support all learners.

VIRTUAL INTERACTIVE WORD WALLS (K-4)

PRESENTED BY: REGION 4

N243

Have you been wondering how to create an interactive word wall virtually? Come join us as we take a dive into creating interactive word walls online that provide students a meaningful way to interact with new vocabulary terms.

Y'ALL GONNA MAKE ME LOSE MY MIND

PRESENTED BY: SARAH OHIJAI, ASHLEE BEAGNYAM

Room: N244

Everyone has different classroom management techniques that they have developed over their years of teaching. Sometimes though, your best methods do not work with your more challenging students. We want to dive into the world of Emotional and Behavioral Disabilities within the general education classroom and help equip all teachers with tools and techniques to prevent and eliminate these challenging behaviors.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 9:00 A.M. - 9:50 A.M.

NEURODEVELOPMENTAL EFFECTS OF AT-RISK BEHAVIOR WITH DR. CRYSTAL COLLIER

PRESENTED BY: CRYSTAL COLLIER

Room: LGI

This is the cliff notes version! Dr. Collier shows what healthy brain development looks like, how risky behaviors can derail that trajectory, and how to keep development on track. ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

SHELTERED INSTRUCTION IN TEXAS: SECOND LANGUAGE ACQUISITION METHODS FOR TEACHERS OF EL'S – PART 1 OF 2

PRESENTED BY: NATALIA HECKMAN (SEIDLITZ EDUCATION), LISA HERRERA

Room: N144 (Dance Room) (9:00 a.m. - 11:00 a.m.)

This is a two-part full-day training, requiring a double block in the morning and a double block in the afternoon. Participants will receive a copy of the book, Sheltered Instruction in Texas upon completion of the afternoon session. The series will be repeated on day two for those who choose not to attend on the first day, but attendance on both parts must take place on the same day. Limited 50 participants per session. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

DIGITAL LIT CIRCLES IN SCHOOLOGY – DEEP DIVE

PRESENTED BY: DEANNA WILLIAMS, JENNIFER RUSHING

124

Room: N105 Computer Lab

Many schools are moving back to using literature circles versus a whole class novel. Schoology can seamlessly transform classroom in-person lit circles to digital, blended, or even flipped lit circles. Students can participate in the classroom, home, bus, or anywhere they can connect to the internet. This site will provide you with the templates, icons, assignments, and detailed teacher resources to conduct your own digital Schoology Lit Circles." ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 9:00 A.M. - 9:50 A.M.

ELEMENTARY TEACHERS GUIDE TO FLIPGRID AND NEARPOD

PRESENTED BY: PETRA ORTEGA, TASHA REHM

Room: N106 Computer Lab

Looking for ways to enhance your students' response skills? This course shares tips on how to navigate Flipgrid and Nearpod lessons, so you can get the most out of your students' responses.

TEACHER SELF CARE: NOT JUST BUBBLE BATHS AND ICE CREAM

PRESENTED BY: KELSEY SCHEUERMAN (HELTON), JANETTE MAGDALENO

Room: N109

Teaching is not for the faint of heart! In this session, attendees will discover how to take care of themselves through this profession and sustain a long and healthy career. We will focus on the five categories of self care and how to incorporate them into your life, with a fine arts twist!

EVERYTHING YOU EVER WANTED TO KNOW ABOUT 6TH GRADE SCIENCE TEKS

PRESENTED BY: CAROL BULLOCK

Room: N110

Participants will have an opportunity to read through and discuss the new 6th grade Science TEKS being implemented in 2024-2025

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BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 9:00 A.M. - 9:50 A.M.

ALL WRITE ALREADY, WE KNOW! BUT WHAT DOES IT LOOK LIKE?

PRESENTED BY: ASHLEY ANDERSON, CHARLES MOORE

Room: N111

Have you been to ALL the trainings? Have you read ALL the PD books? Do you know ALL the acronyms? But are you still confused at how writing AND reading actually look in the classroom? This breakout will give you practical application of what reading and writing looks like in the classroom across all curriculum.

WELCOME TO THE WRITING STUDIO

PRESENTED BY: JUAN EDGAR GONZALEZ JR.

Room: N112

"It's no secret that writing instruction is filled with many obstacles. The Writing Studio is open and ready empower you with everything you need to make writing instruction even more engaging! In this session, join Mr. G as he guides you through ideas and activities that will bring passion to your writing block, and help you inspire authentic writing. Grab your writing notebook, sharpen your pencils, and let's get ready to WRITE!" ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

DARE YA TO MAKE WORD PROBLEMS RELEVANT

PRESENTED BY: STACIE WHITENER

Room: N113

Create real world, culturally relevant word problems from pictures of Dickinson's community, (such as the library, schools, parks, restaurants, and neighborhoods,) for students to complete during the year.

126

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 9:00 A.M. - 9:50 A.M.

MAXIMIZING YOUR SCIENCE FUSION DIGITAL RESOURCES

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N115
Bring your device and let's dive into how to navigate your online Science Fusion student and teacher resources, including the NEW "Into Science" teacher resources!

3 BIG IDEAS ABOUT Q3 (PLC): WHAT DO WE DO IF OUR STUDENTS HAVEN'T LEARNED IT?

PRESENTED BY: HAYLEE ANDERSON, NICHOLAS LOHMAN

Room: N116

We're two Math teachers who have been in the trenches this year making the PLC process work for us! In this training we will guide you through how to sort your CFA data, group your students, plan for small group intervention, and how to pull small groups.

MAKING MATH STATIONS YOUR FAVORITE THING!

PRESENTED BY: ALEXANDRIA HERNANDEZ, JAZZ KRISTENSEN, MARISHA AUSMUS, SHELLEY SHAW, BAILEY PENNY, MEG TREADWELL, MELISSA ROJAS

Room: N117
Learn different ways to structure your math stations and get some fun station ideas for your students.

DYSLEXIA 101

127

PRESENTED BY: KAREN HOLLEN, THOMAS WELLMAN, ROSE-ANNE THOMPSON

Room: N118

"Provide the audience with an increased understanding of dyslexia. It will address the following areas: What dyslexia is, Misconceptions about dyslexia, What dyslexia may look like in the classroom, Classroom accommodations and strategies"

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 9:00 A.M. - 9:50 A.M.

ACCOMMODATING IN THE CLASSROOM; WHO, WHAT, WHEN AND HOW

PRESENTED BY: KIMBERLY DAVIDSON, MIKE HERDMAN

Room: N120

Accommodations in the general education classroom, examples and documentation.

CROSS-CURRICULAR WHERE?: COLLABORATION OF ELA AND HISTORY

PRESENTED BY: NATHAN ROBINSON, LAURA SUTTON

Room: N125

The Do's, the Don'ts, the In's, and the Outs of combining History and RLA. Two classes are working together to create a place for collaboration, communication, creativity, critical thinking, and reflection to help our students grow. Learn how two teachers seamlessly blend their curriculum for student engagement.

ROADMAP TO SUCCESSFUL RLA INSTRUCTION

PRESENTED BY: BROOKE NEWELL, SUSAN COOK

Room: N126

Are you ready to shift your focus from teaching to learning? Are you brave enough? PLCs can be a powerful system to empower teachers to deeply understand the depth and complexity of the TEKS, backwards instructional design, intentional planning, data-driven instruction conversations, intervention, and enrichment. This work is not easy; in fact, it may be the most challenging work you have ever done. BUT we'll think, ponder, and question all things literacy and design a roadmap for successful RLA instruction.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 9:00 A.M. - 9:50 A.M.

CHARACTER, EDUCATION, RESPONSIBILITY – BRINGING THE CLASS BACK INTO THE CLASSROOM

PRESENTED BY: CEPHUS HUDSON SCOTT, LAURA BILEY

Room: N127

Bringing the CLASS back into the classroom

DARE YA! TO TAKE RISKS IN THE RLA CLASSROOM

PRESENTED BY: THERESA MARTIN, SHELLEY SHAW

Room: N238

Come take a RISK with a couple of adventurist teachers who are ready to push the limits and more... If you believe in the saying, Out with the old and in with the new, then this is the session for you! Learn how to prepare students for the new generation of STAAR and life beyond! Be bold with us as we share ideas for how to engage our Gen Z and Gen Alpha learners.

FROM BURN OUT TO TURN OUT

PRESENTED BY: ANGIE ESTES SUSAN HAYNES

Room: N239

Overwhelmed? Exhausted? Feel like you are on a hamster wheel? This session will help you build a system for getting 1% better everyday by making tiny, easy changes that yield big results. You will leave this session with an action plan to improve your life-work balance. Change your habits, change your life!

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 9:00 A.M. - 9:50 A.M.

MAP TESTING 101

PRESENTED BY: PRESENTER FROM NWEA MAP

Room: N240

This training will help you to learn and re-learn the basics of MAP testing and how to use the data reports to support student intervention in Reading and Math.

DIPSTICKS: HOW TO DO "ALL THE THINGS!"

PRESENTED BY: LEONE CLARK

Room: N242

Superhero teachers are asked to incorporate strategies from AVID, Lead4Ward, ESL trainings, and a dozen other things. How can a mere mortal do it all? Differentiating for the range of students you have doesn't have to be impossible! I'll present a tool I developed for formative assessments to incorporate a painless and LOGICAL approach to lesson planning that can reduce teacher stress and increase student engagement. This is a small portion of a full day session being offered at the ESC on June 7th.

VIRTUAL INTERACTIVE WORD WALLS (5-8)

PRESENTED BY: REGION 4

Room: N243

Have you been wondering how to create an interactive word wall virtually? Come join us as we take a dive into creating interactive word walls online that provide students a meaningful way to interact with new vocabulary terms.

130

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 10:10 A.M. - 11:00 A.M.

OVERVIEW – NEURODEVELOPMENTAL EFFECTS OF AT-RISK BEHAVIOR WITH DR. CRYSTAL COLLIER

PRESENTED BY: CRYSTAL COLLIER

Room: LGI

This is the cliff notes version! Dr. Collier shows what healthy brain development looks like, how risky behaviors can derail that trajectory, and how to keep development on track.

SHELTERED INSTRUCTION IN TEXAS: SECOND LANGUAGE ACQUISITION METHODS FOR TEACHERS OF EL'S – PART 1 OF 2

PRESENTED BY: NATALIA HECKMAN (SEIDLITZ EDUCATION), LISA HERRERA

Room: N144 (Dance Room)

This is a two-part full-day training, requiring a double block in the morning and a double block in the afternoon. Participants will receive a copy of the book, Sheltered Instruction in Texas upon completion of the afternoon session. The series will be repeated on day two for those who choose not to attend on the first day, but attendance on both parts must take place on the same day. Limite 50 participants per session. ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

BLENDED LEARNING IN SCHOOLOGY

PRESENTED BY: CHELSEA WINTERS, CLARA SNELSON, DEANNA WILLIAMS

Room: N105 Computer Lab 131

Use Schoology everyday to create a Blended Learning environment. In this session we will present new ways to assess your students and discuss how you can use Schoology to create engaging lessons for remediation and enrichment.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 10:10 A.M. - 11:00 A.M.

I CAN DO THAT IN SCHOOLOGY!?!

PRESENTED BY: ASHLEY THORNTON, CAROLINE LIGHTFOOT

Room: N106 Computer Lab

Schoology Master Ashley Thornton will show best practices for building a digital lesson in Schoology and how to maximize class time with our Learning Management System (LMS).

SKYWARD – DID YOU KNOW?

PRESENTED BY: MISTY MOFFITT, ANGIE ESTES

Room: N119 Computer Lab

Skyward gradebook training for teachers and staff that utilize the gradebook. In this session, we will review and unlock features of the Skyward gradebook. The infamous NEW button, entering discipline, submitting a grade change... the list goes on. Including available reports to you for your classroom that can be time saving!

INCORPORATING MUSIC INTO YOUR ELEMENTARY CLASSROOM

PRESENTED BY: KELSEY SCHEUERMAN (HELTON), JANETTE MAGDALENO

Room: N109

Learn how to add a little music to your classroom, even if you don't get to be the music teacher! This session will focus on children's literature, movement and technology to engage your students using music. Music is all around us; embrace it!

EVERYTHING YOU EVER WANTED TO KNOW ABOUT 7TH GRADE SCIENCE TEKS

PRESENTED BY: CAROL BULLOCK

Room: N110

Participants will have an opportunity to read through and discuss the new 7th grade Science Teks being implemented in 2024-2025

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 10:10 A.M. - 11:00 A.M.

SPARKING SCIENCE INQUIRY (PK–4)

PRESENTED BY: SHAWN FLORES

Room: N111

Do you want to do some hands on learning, but how can you get it started? Learn how you can spark science learning using books, real materials, and pictures to engage the student learning.

IT'S ALL ABOUT THE QUESTION!

PRESENTED BY: STEPHANIE EADER

Room: N112

Guided questions to eliminate potential distracters and aid in true process of elimination to ensure successful problem solving.

PRODUCTIVE STRUGGLE

PRESENTED BY: JACQUELYN STEPHENS

Room: N113

In this enrichment session, educators will experience productive struggle and expand our understanding of Growth Mindset. Join Jackie Stephens, as we explore STEM Bins and shift our focus to change the way we approach challenges in our classrooms and beyond. It's time to turn mistakes into teachable moments that will empower ALL students!

AMIRA– YOUR VIRTUAL READING TUTOR

PRESENTED BY: LAUREN VISCARIELLO (HMH), BRADY BUSBY

Room: N115

Come meet Dickinson ISD's first intelligent reading assistant that listens, assesses, and tutors. Learn how Amira accelerates reading mastery for your students!

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 10:10 A.M. - 11:00 A.M.

5 TOOLS FOR SUCCESS WITH RANDOMIZATION

PRESENTED BY: KIRSTEN WESTBROOK

Room: N116

Come learn and/or review best practices for randomization in your classroom! This workshop will help you get better at getting all your students involved in class discussions.

GET SCHOOLED ON SCHOOLOGY

PRESENTED BY: VICTORIA YOUNG, MELISSA EVERETT

Room: N117

Join a first-year CTE instructor in a schoology session designed to help you navigate the online platform. Hear first-hand how I adapted and became proficient at schoology. If I can do it, you can do it!

DYSLEXIA 2.0

PRESENTED BY: KAREN HOLLEN, THOMAS WELLMAN, ROSE-ANNE THOMPSON

Room: N118

The session will begin with a brief explanation of how deficits in basic cognitive functions associated with dyslexia affect student performance. Participants will then explore how to build instruction for dyslexic students using their strengths and accommodating for their weaknesses.

SPECIAL EDUCATION INSTRUCTIONAL DESIGN AND LEARNING

PRESENTED BY: MIKE HERDMAN

Room: N120

Will be looking at how to construct a special education classroom to maximize learning. With an emphasis on small group, station, and independent learning.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 10:10 A.M. - 11:00 A.M.

WHO, WHAT, WHERE AND HOW TO ACCESS THE GATOR WELLNESS CENTER

PRESENTED BY: AMY CMAIDALKA, KIM JACKSON

Room: N125

We will learn ways to support students, staff and families utilizing the resources provided by the Gator Wellness Center. Together we will become energized and inspired!

EQUITY IN INSTRUCTION: REFRAMING HOW EDUCATORS APPROACH INSTRUCION, ASSESSMENT AND RELATIONSHIPS

PRESENTED BY: CHRISTINA CAVNESS

Room: N126

Teachers will explore how they currently approach equity across three domains (content delivery, scoring, and relationships). Teachers will be presented with research that demonstrates the importance of equity in all areas of education. Strategies will be presented to help teachers reframe their current practices for each of the three domains. Finally, teachers will be able to reflect on what they can do differently to ensure equity in their classrooms.

ENGAGING ELS IN YOUR CONTENT

PRESENTED BY: CATHERINE DOCKERY

Room: N127

Participants will get to observe and experience strategies in action that will allow ELs, even Newcomers, to engage meaningfully with the class content.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 10:10 A.M. - 11:00 A.M.

FUNDATIONS K-3 PHONICS OVERVIEW

PRESENTED BY: CRISTINA SAMUELSON

Room: N238

"In this session participants will receive an overview of skills and components covered in the Foundations phonics program for levels K-3. Participants will leave with an understanding of the program, concepts, and activities they can apply in their own classrooms.

INTERDISCIPLINARY TEACHING

PRESENTED BY: KRYSTAL TREVINO

Room: N239

Interdisciplinary learning is gaining STEAM! During this session, you will get an overview of what interdisciplinary units are and how to incorporate interdisciplinary learning into your current curriculum through the use of theme units and project-based learning.

MAP REPORTS BEYOND THE BASICS: IMPACT YOUR INSTRUCTION BY USING MAP REPORTS

PRESENTED BY: PRESENTER FROM NWEA MAP

Room: N240

Are you familiar with MAP reports but want to go deeper? Join us for a training that will help you make your reports work for you. Let's work smarter, not harder!

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 10:10 A.M. - 11:00 A.M.

CONSISTENTLY CRYSTAL CLEAR COMMUNICATION: IN PERSON, ON THE PHONE AND IN WRITING

PRESENTED BY: LAURIE G. RODRIGUEZ

Room: N241

Teachers are expected to be masters level communicators, and, they have multiple audiences with whom they must communicate and they must communicate in person, on the phone and in writing. This is an introductory session which will review how to create a consistently clear communication system in person, on the phone, and in writing. Participants will leave with various communication protocols which can be personalized.

SAY WHAT? (WHAT IS COMMUNICATION: USING ASSISTIVE TECHNOLOGY IN THE EDUCATIONAL SETTING)

PRESENTED BY: MEGAN CRAFT, BARBARA CESARI

Room: N242

Alternative means of communication both verbal and written will be presented

CREATIVITY IN THE CLASSROOM

PRESENTED BY: MARA CLEMENTS

Room: N244

This presentation will cover some ways of bringing creative projects and learning into the classroom of any content.

LUNCH ON YOUR OWN

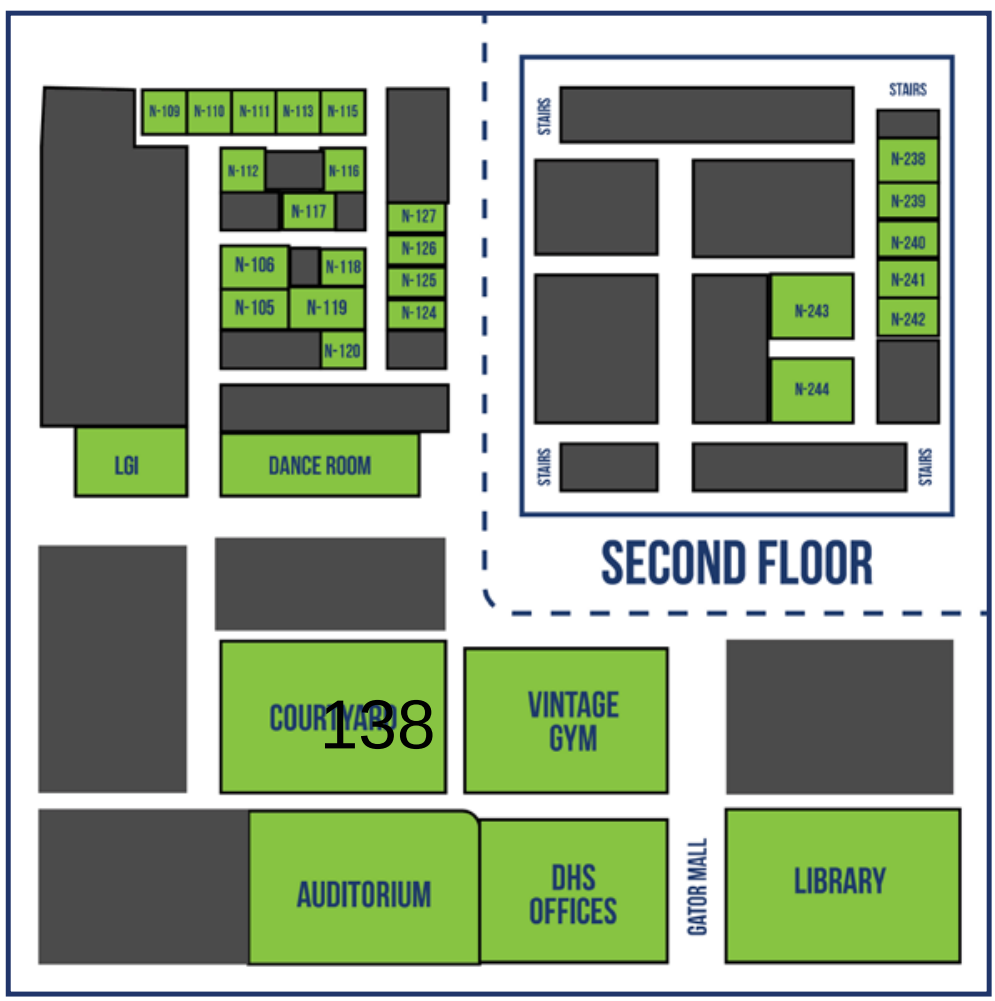
FRIDAY, JUNE 3 | 11:00 A.M. - 12:30 P.M.

Conference attendees are welcome to bring their own lunch and eat in one of the DHS dining areas, leave the Dickinson High School facilities to a local restaurant of their choice, or visit one of the food trucks parked outside the high school in the band parking lot.

ON SITE FOOD TRUCKS:

DoMex, Lunch Lady's MacAttack, Good Grub Grill, Houston's Pink Box, Raising Canes Chicken Fingers, and New Ground Coffee Co.

BAND PARKING LOT



BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 12:30 P.M. - 1:20 P.M.

NEURODEVELOPMENTAL EFFECTS OF AT-RISK BEHAVIOR WITH DR. CRYSTAL COLLIER

PRESENTED BY: CRYSTAL COLLIER

Room: LGI (12:30 p.m. - 2:30 p.m.)

This is the cliff notes version! Dr. Collier shows what healthy brain development looks like, how risky behaviors can derail that trajectory, and how to keep development on track. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

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PRESENTED BY: NATALIA HECKMAN (SEIDLITZ EDUCATION), LISA HERRERA

Room: N144 (Dance Room) (12:30 p.m. - 2:30 p.m.)

This is a two-part full-day training, requiring a double block in the morning and a double block in the afternoon. Participants will receive a copy of the book, Sheltered Instruction in Texas upon completion of the afternoon session. The series will be repeated on day two for those who choose not to attend on the first day, but attendance on both parts must take place on the same day. Limited 50 participants per session. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

BLENDED LEARNING FOR LITTLES

PRESENTED BY: JAZZ KRISTENSEN

Room: N105 Computer Lab

139

Yes, our littlest learners can integrate technology, too! See how to use Schoology and Choice Boards with even your youngest learners.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 12:30 P.M. - 1:20 P.M.

"OUR FAVORITE THINGS" THAT YOU CAN DO WITH TECHNOLOGY

PRESENTED BY: JENNIFER RUSHING, CAROLINE LIGHTFOOT

Room: N106 Computer Lab (12:30 p.m. - 2:30 p.m.)

Build engaging lessons, flyers, and branding through some of our favorite tools. Canva, Google Sites, Google Slides, Flaticon, LunaPic, removeBG, TextGiraffe, and ColorPick Eye Dropper will add to your digital presentations and presence! ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

SKYWARD – DID YOU KNOW?

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Skyward gradebook training for teachers and staff that utilize the gradebook. In this session, we will review and unlock features of the Skyward gradebook. The infamous NEW button, entering discipline, submitting a grade change... the list goes on. Including available reports to you for your classroom that can be time saving!

WAYS TO BRING LITERACY INTO THE ART CLASSROOM

PRESENTED BY: JANETTE MAGDALENO

Room: N109

Children's book inspired art projects. How to create cross curricular Art Lessons that reinforce literacy.

140

EVERYTHING YOU EVER WANTED TO KNOW ABOUT 8TH GRADE SCIENCE TEKS

PRESENTED BY: CAROL BULLOCK

Room: N110

To provide a dedicated time for teachers to dig through and discuss the upcoming changes in the Science Teks and how it will affect them

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 12:30 P.M. - 1:20 P.M.

WRITING: THE LEARNING ELIXIR

PRESENTED BY: CHARLES MOORE, SUSAN HAYNES

Room: N111

Based on the book This is Disciplinary Literacy, teachers will Read, Write, Think and Do across content areas, participating in strategies that will help students grow from a superficial understanding into a content expert.

TACKLE TUTORING – ONE TASK BOX AT A TIME!

PRESENTED BY: ADRIENNE DUNHAM

Room: N112 (12:30 p.m. - 2:30 p.m.)

"Are you excited about all of the help that your students are getting from paraprofessionals and ESSER Tutors on your campus, but struggle to find meaningful tasks for them complete in their time away from your classroom? What if you were able to create 9 weeks worth of detailed, organized activities that were fun and engaging, set the paraprofessional or tutor up for success, AND had a focus on our district's essential standards? Join me to learn simple ways to plan, organize, and create task boxes that simplify tutoring time!" ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

ROCK YOUR MATH BLOCK!

PRESENTED BY: JUAN EDGAR GONZALEZ JR.

Room: N113

""""New content, spiraling objectives, and fact practice? OH MY! How do we do it all? Here is our chance to come together as math teachers and showcase the success of our work in the classroom! Join Mr. G as he guides you through his math block that empowers all learners to see themselves as mathematicians. Together you will discuss and practice various math activities that can be used within the guided math classroom framework."""

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 12:30 P.M. - 1:20 P.M.

MAXIMIZING YOUR SCIENCE FUSION DIGITAL RESOURCES

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N115

Bring your device and let's dive into how to navigate your online Science Fusion student and teacher resources, including the NEW "Into Science" teacher resources!

THE BOY CRISIS

PRESENTED BY: COURTNEY RAMIREZ, MATT COOPER

Room: N116

Teacher will develop strategies to create a Boy-friendly classroom in order to increase engagement and academic success

DNQ- DO NOT QUIT!!!

PRESENTED BY: DUSTIN PEREIRA, MAGGIE BURK

Room: N118

What do you do now that Special Education has evaluated and the student does NOT qualify??? The answer- DO NOT QUIT!! We have some great strategies to help you determine what do to help the student be successful using the Full and Individual Evaluation- which is packed with so much great information!

TPSP PROJECTS FOR YOUR GIFTED GATORS

142

PRESENTED BY: HEATHER PETWAY, JAMIE CANTRELL

Room: N125

TPSP project ideas, requirements, and Q&A about projects

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 12:30 P.M. - 1:20 P.M.

WRITE ON! EFFECTIVE WRITING INSTRUCTION IN K-1 CLASSROOMS

PRESENTED BY: KAREN NAISER

Room: N239

"WRITE ON!! When students build strong writing skills at an early age, they gain an invaluable tool for learning, communication, and self-expression that will serve them for the rest of their lives. Come and join us in learning how to create an engaged community of writers, provide daily time for writing ,teach foundational writing skills, and teach students to use the writing process for a variety of purposes in K-1 classrooms. "

MAP REPORTS BEYOND THE BASICS: IMPACT YOUR INSTRUCTION BY USING MAP REPORTS

PRESENTED BY: PRESENTER FROM NWEA MAP

Room: N240

Are you familiar with MAP reports but want to go deeper? Join us for a training that will help you make your reports work for you. Let's work smarter, not harder!

GETTING GROOVY WITH THE G'S: COGNITIVE PROCESSING INTRODUCTION

PRESENTED BY: LAURIE G. RODRIGUEZ, MARY GONZALES

Room: N241 (12:30 p.m. - 2:30 p.m.)

As teachers, we are very interested in the brain because that is where all our thinking and learning take place. Sometimes, students struggle with learning. Have you ever wondered, WHY? This introductory session to cognitive processing (what used to be known as "IQ") will review the 8 G's and how you can change/adapt your instruction to account for various g deficits in your students. ***This session extends 2 breakout sessions. Attendees are expected to attend the entirety of the session.***

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 12:30 P.M. - 1:20 P.M.

CREATIVITY IN SCIENCE (5–8)

PRESENTED BY: REGION 4

Room: N243

Unleash the creativity in all students by incorporating multiple learning styles that involve the whole brain. Be ready to explore and brainstorm how to apply strategies that include motion, rhythm, writing, visuals, and more. By venturing outside our comfort zones, we can show students how to do the same while also proving that's when we learn the most!

HANDWRITTEN NOTES AND MEMORY RESEARCH

PRESENTED BY: ONA MULL

Room: N244

Provide recent research data on retention of information when notes are taken by hand or typed on a laptop.

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BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 1:40 P.M. - 2:30 P.M.

NEURODEVELOPMENTAL EFFECTS OF AT-RISK BEHAVIOR WITH DR. CRYSTAL COLLIER

PRESENTED BY: CRYSTAL COLLIER

Room: LGI

This is the cliff notes version! Dr. Collier shows what healthy brain development looks like, how risky behaviors can derail that trajectory, and how to keep development on track. ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

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DIGITAL LIT CIRCLES

PRESENTED BY: DEANNA WILLIAMS, TRACEY MOORE

Room: N105 Computer Lab

145

The attendees will hear from the classroom teacher and the librarian about how to successfully implement Digital Lit Circles on their campus.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 1:40 P.M. - 2:30 P.M.

"OUR FAVORITE THINGS" THAT YOU CAN DO WITH TECHNOLOGY

PRESENTED BY: JENNIFER RUSHING, CAROLINE LIGHTFOOT

Room: N106 Computer Lab

Build engaging lessons, flyers, and branding through some of our favorite tools. Canva, Google Sites, Google Slides, Flaticon, LunaPic, removeBG, TextGiraffe, and ColorPick Eye Dropper will add to your digital presentations and presence! ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

GETTING DOWN WITH DESMOS

PRESENTED BY: KATI FARIAS, TAYLOR TUCKER AND KATHY BROWN

Room: N119 Computer Lab

Activities math teachers can do with classes on a device using the free application DESMOS

MULTICULTURAL CELEBRATIONS IN THE ELEMENTARY CLASSROOM

PRESENTED BY: KELSEY SCHEUERMAN (HELTON), JANETTE MAGDALENO

Room: N109

Celebrate traditions from around the world through song, children's literature and more! Attendees will learn about holidays and celebrations that can easily be incorporated into the classroom.

22 BOOKS YOU MUST HAVE IN YOUR '22 CLASSROOM

PRESENTED BY: SHERI HOWARD, BROOK MORGAN AND SAMANTHA BATTLESON

Room: N111

146

Librarians will share and suggest ways to use 22 newly-published books from a variety of genres (including nonfiction) that are perfect for the 2022-23 elementary classroom. Campus libraries will house the suggested books giving each teacher access.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 1:40 P.M. - 2:30 P.M.

TACKLE TUTORING – ONE TASK BOX AT A TIME!

PRESENTED BY: ADRIENNE DUNHAM

Room: N112

"Are you excited about all of the help that your students are getting from paraprofessionals and ESSER Tutors on your campus, but struggle to find meaningful tasks for them complete in their time away from your classroom? What if you were able to create 9 weeks worth of detailed, organized activities that were fun and engaging, set the paraprofessional or tutor up for success, AND had a focus on our district's essential standards? Join me to learn simple ways to plan, organize, and create task boxes that simplify tutoring time!" ***This session is a continuation of the previous breakout session. Attendees can only attend if they participated in the preceding session.***

MAXIMIZING YOUR GO MATH DIGITAL RESOURCES!

PRESENTED BY: LAUREN VISCARIELLO, BRADY BUSBY

Room: N113

Bring a device and let's dive into the tools and resources you have digitally to support student mastery of the TEKS.

THE ART OF THE PARENT CONFERENCE

PRESENTED BY: PATRICK SPIES, AMANDA RYAN, ANDREA FABAIN, SHALANE RUTOVIC

Room: N116

"Are you frustrated when students misbehave and you need to contact their parents? Are you worried the phone call/conference will turn against you? We can help with the following: 1. Provide a guide to help teachers successfully plan and execute a parent conference when a student has displayed inappropriate conduct in class and a parent contact is required. 2. Build positive parent relations even if the content of the call is about misbehavior

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 1:40 P.M. - 2:30 P.M.

WALKING WOUNDED: TRAUMA ISN'T JUST ABOUT OUR STUDENTS – DAY 2 (2 PART SERIES)

PRESENTED BY: PATRICIA KAEMMER, POSSIBLY ASHLEY ANDERSON

Room: N124

Classroom Management from the "Inside Out" perspective- Part 2 of 2. This is a two part series. If you attend the first part on day 1, please also plan to attend the second part on day 2. We will look at how our own life experiences shape our classroom environment and management. Disclaimer:**Participants in this workshop can participate to the depth of openness to which they are comfortable. Some topics may be sensitive but will be handled with as much grace and support as possible.**

IT'S HIDING RIGHT THERE: TECHNOLOGY YOU USE EVERY DAY BUT BETTER

PRESENTED BY: NATHAN ROBINSON

Room: N125

Learn how to take technology you already use to the next level. Learn about updates to popular programs such as FlipGrid, Screencastify, Canva, Chromebooks, and more. Walk away with the knowledge and confidence to integrate technology into your class tomorrow.

BUILDING AND SUSTAINING PARTNERSHIPS

PRESENTED BY: MELISSA EVERETT

Room: N126

Learn the ins and outs of building and maintaining business and industry partnerships with the goal of continuous program improvement. This presentation will yield valuable approaches in regard to approaching potential business and industry members and getting them to look through the lens of CTE to see the benefits of their participation.

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 1:40 P.M. - 2:30 P.M.

CHARACTER, EDUCATION, RESPONSIBILITY – BRINGING THE CLASS BACK INTO THE CLASSROOM

PRESENTED BY: CEPHUS HUDSON SCOTT, LAURA BILEY

Room: N127

Bringing the CLASS back into the classroom

SUPPORTING AUTISTIC STUDENTS IN THE GENERAL EDUCATION CLASSROOM

PRESENTED BY: MADALYN MEIER

Room: N238

This presentation will review what Autism is, how it may look different between males and females, and how teachers and staff members can support Autistic students in the general education classroom.

MAP REPORTS BEYOND THE BASICS: IMPACT YOUR INSTRUCTION BY USING MAP REPORTS

PRESENTED BY: PRESENTER FROM NWEA MAP

Room: N240

Are you familiar with MAP reports but want to go deeper? Join us for a training that will help you make your reports work for you. Let's work smarter, not harder!

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TELPAS STRATEGIES VITAL FOR EB (BIL/ESL) STUDENTS, BUT ALSO "GREAT" FOR ALL STUDENTS

PRESENTED BY: MARIA FIGARELLI YAJAIRA GARCIA, KYLEE WINDHAM

Room: N242

Switching up learning through effective hands-on activities to develop student's Listening, Reading, Writing, Speaking and plus 1-Metacognitive Skills for TELPAS

CREATIVITY IN SCIENCE (PK–4)

PRESENTED BY: REGION 4

Room: N243

Unleash the creativity in all students by incorporating multiple learning styles that involve the whole brain. Be ready to explore and brainstorm how to apply strategies that include motion, rhythm, writing, visuals, and more. By venturing outside our comfort zones, we can show students how to do the same while also proving that's when we learn the most!

BREAKOUT SESSIONS

FRIDAY, JUNE 3 | 1:40 P.M. - 2:30 P.M.

VARYING VOCABULARY – WAYS TO ENGAGE STUDENTS IN VOCABULARY LEARNING

PRESENTED BY: NICOLE MARAK

Room: N244

Multiple activities (including Lead4Ward playlist items) to get students to recognize vocabulary words, read and/or write about vocabulary, or to get students to connect vocabulary to visuals and/or questions from your content.

CLOSING CEREMONIES/DOOR PRIZES



THURSDAY, JUNE 2 | 8:00 A.M. - 8:50 A.M.

Room: DHS Auditorium

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PLC at Work Live Institute
June 14 – 16 Agenda

Day 1 - Tuesday

7:15 a.m.	Registration & Check-in	
7:50–9:45 a.m.	**Keynote**—Mike Mattos Proven, Practical, and Doable: Making the Case for PLCs at Work	Auditorium
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	
11:30 a.m.–12:30 p.m.	Lunch – On your own	
12:30–2:00 p.m.	**Breakout Sessions**	
2:00–2:15 p.m.	Break	
2:15–3:00 p.m.	**Panel Discussion**	Auditorium
3:00–4:00 p.m.	**Team Time**—*An opportunity to reflect and work collaboratively with your team.*	Refer to Team Time Chart

Day 2 - Wednesday

7:15 a.m.	Registration & Check-in	
7:50–9:45 a.m.	**Keynote**—Anthony Muhammad The Way Forward: PLC at Work and the Bright Future of Education	Auditorium
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	
11:30 a.m.–12:30 p.m.	Lunch – On your own	
12:30–2:00 p.m.	**Breakout Sessions**	
2:00–2:15 p.m.	Break	
2:15–3:00 p.m.	**Panel Discussion**	Auditorium
3:00–4:00 p.m.	**Team Time**—*An opportunity to reflect and work collaboratively with your team.*	Refer to Team Time Chart

Day 3 - Thursday

7:15 a.m.	Registration & Check-in	
8:00–9:30 a.m.	**Breakout Sessions**	
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Keynote**—Luis F. Cruz *Transformational Leadership: Aligning Adult Behaviors to Fuel PLC Journey*	Auditorium
11:45-1:00 p.m.	Lunch (On your own)	
1:00 – 3:00 p.m.	**Team Time**—*An opportunity to reflect and work collaboratively with your team.*	Refer to Team Time Chart

Agenda is subject to change.

Campus Team Time

Day 1 (3-4pm), Day 2 (3-4pm), Day 3 (1-3pm)

Campus	Team Time Location	Campus	Team Time Location
DHS	Auditorium	BCES	N-118
KJHS	N-002 LGI	CRES	N-119
MJHS	N-144 Dance Room	HRES	N-120
BMS	N-110 & N-111	KELES	N-124
DMS	N-112 & N-113	LES	N-125
LMS	N-115 & N-116	SLES	N-126
DCC/DALC	N-144 Dance Room	JSES	N-127
Special Prog	N-117	Ed Serv	N-109

Breakout Sessions at a Glance

Presenters & Titles	Day 1		Day 2		Day 3
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Tim Brown N-118					
You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process	X				X
Building a Commitment to Learning in Students		X			
From Forming to Performing			X		
Doubling the Speed of Learning: Activating the Keys of Formative Assessment to Create a Culture of Learning				X	
Luis F. Cruz N-119					
Task Forces: The Secret Weapon PLCs Use to Close Opportunity Gaps in Learning	X				
I Like the Vibe Here! So How Do We Initiate and Sustain Our PLC Journey?		X			
English Learners and PLCs			X		
Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn				X	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					X
Timothy D. Kanold N-120					
Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	X				X

Presenters & Titles	Day 1		Day 2		Day 3
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Leading The PLC Life: Eliminating Barriers, Creating Vision, and Teaching the Loose-Tight Culture		X			
Your PreK–12 PLC Mathematics Focus: Great Instruction and Tasks!			X		
Educator Wellness: Routines and Strategies for Living Your Best Life!				X	
Michelle Marrillia N-144 Dance Room					
The Case for Coaches in Professional Learning Communities	X			X	
How to Do Great Work in an Imperfect School		X			X
Do Common Formative Assessments Change Your Practice? Turning Data Into Successful Secondary Classroom Instruction			X		
Mike Mattos LGI					
Are We a Group or a Team?	X				
Taking Action: How the PLC at Work Framework Drives an Effective Multitiered System of Supports		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions				X	
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process					X

Presenters & Titles	Day 1		Day 2		Day 3
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Anthony Muhammad Auditorium					
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey	X				
Collaboration Is a Lifestyle, Not a Meeting!		X		X	
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change			X		
Beyond Test Scores! The PLC at Work Process and Serving the Whole Child					X
Maria Nielsen N-124					
The 15-Day Challenge: Win Quick, Win Often!	X				
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning		X			
Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work			X		
Elementary ELA Strategies to Keep Your Students on Track				X	
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning					X
Jeanne Spiller N-126					
Reading and Writing Instruction in a PLC at Work	X				
Leading Your PLC With Intention: Eight Important Considerations		X			X
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Yes We Can! Collaboration for *All* Learners				X	

Session Descriptions

Tim Brown N-118

You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process
Educators promote a strong sense of student efficacy within schools that focus on learning. Studies show promoting self-efficacy is one of the most significant factors in student motivation and engagement. In this session, participants examine essential characteristics for building student self-efficacy and explore team-developed products and strategies for using them.

Participants can expect to:
● Understand the term *dispositions* in the question, "What knowledge, skills, and dispositions do we want our students learning?"
● Learn how collaborative team questions influence student efficacy judgment.
● Explore products and processes that collaborative teams create to help students own their learning.

Building a Commitment to Learning in Students
"Organizations without a rich symbolic life become empty and sterile. The magic of special occasions is vital in building significance into collective life." This is the wisdom of Lee G. Bolman and Terrence Deal in Leading With Soul: An Uncommon Journey of Spirit.

Tim Brown offers strategies to motivate students and staff by celebrating learning and setting high expectations. Learning-centered schools do not just communicate messages about every students' ability to achieve. They also define actions to turn those core beliefs into reality.
Participants can expect to:
● Understand how communicating high expectations to students impacts their efficacy judgment.
● Learn how to establish a classroom culture centered on learning for all.
● Recognize how celebrations reinforce and sustain a focus on learning for all.

From Forming to Performing
When working to become highly effective, team efforts often are slowed because members skip steps in forming their teams. Establishing norms is necessary, but other components help school-based teams accelerate the movement from individuals, to a group, to a team. Tim Brown helps attendees explore processes from the field they can take back to their teams.

In this session, participants understand the four stages of teams and delve into a team's "forming stage" to guarantee all teachers commit to being their best.

Participants can expect to:
● Understand the four stages of teams.
● Deepen their understanding of the impact of defining their team during the forming stage.
● Explore processes and tools that help teams establish their values.

Doubling the Speed of Learning: Activating the Keys of Formative Assessment to Create a Culture of Learning

Formative assessment enhances learning for all students, especially those who struggle. Assessment expert Dylan Wiliam notes that formative assessment can double the speed of learning when it is effectively applied. The Assessment Reform Group in the United Kingdom identified five keys for improving assessment. Tim Brown explores each key and shares examples of teachers activating and using the five keys in their classrooms, teams, and schoolwide.

Participants can expect to:

- Explore relationships between formative assessment and student achievement.
- Examine ways in which teams align their assessment practices to increase student achievement.
- Evaluate considerations in the assessment process.

Luis F. Cruz N-119

[KEYNOTE] Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey

As a result of the pandemic, inequities revealed nationwide beg the question, Are we really all in this together? Since schools do not exist in a vacuum and have inherited social inequities, educators must embrace bold leadership approaches to ensure high levels of learning for all.

As we reimagine school leadership in a new and challenging context, we must accept that our PLC journey ultimately is fueled by changing adult behaviors. But what happens when well-intentioned adults in our schools refuse to commit to the necessary behaviors? Luis F. Cruz, a former elementary, middle, and high school principal, reveals insights from his best-selling book, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (2019), to guide participants in the work of creating robust PLCs. In addition, Dr. Cruz reminds us of the moral imperative we all share that must act as the driving force for PLC implementation back home.

Task Forces: The Secret Weapon PLCs Use to Close Opportunity Gaps in Learning

A strong and focused PLC ensures high levels of learning for all students. To achieve this goal, PLCs acknowledge that achievement gaps result when traditional school systems don't give historically marginalized students the opportunity to learn. Task forces assemble teams of educators to confront systemic barriers that hinder English learners, students with individual education plans, and economically disadvantaged students, to name a few disenfranchised student cohorts. Luis F. Cruz shares how task forces redesign systems in seven steps to ensure all students learn at high levels, including those traditionally excluded from optimal opportunities.

Participants in this session learn:

- Why our traditional school system was designed to produce achievement gaps
- How collective leadership in the form of a task force initiates the required action to effectively address gaps in learning
- How the PLC process is synonymous with equity and redesigning a system never originally designed for today's definition of *all*

I Like the Vibe Here! So How Do We Initiate and Sustain Our PLC Journey?

Research from academia and accounts from educators worldwide confirm that PLCs, when implemented effectively, lead to high levels of learning for every student. However, questions remain.

Who is responsible for initiating a PLC? How does a team establish the foundational pillars of a PLC? How does this process take shape? Is it normal to expect staff resistance to this process, and is there a difference between rational and irrational forms of resistance? How do we maintain the momentum of a successfully initiated PLC? Luis F. Cruz explains and expands upon the who, why, and how associated with the PLC process.

Participants in this session learn:

- How to initiate and sustain the PLC process
- The role of collective leadership in the form of a guiding coalition
- Why and how to establish and sustain the foundational pillars of a PLC

English Learners and PLCs

Luis F. Cruz shares how schools use PLC strategies to help English learner populations flourish. By effectively using PLC components, administrative and teacher leaders close achievement gaps for students learning English as an additional language. Dr. Cruz shows how EL task-force leaders reculture and restructure, while introducing best practices to increase learning outcomes for all students.

Participants in this session learn:

- Why students learning English as an additional language are an asset and not a deficit
- How teacher-led task forces increase academic performance for students learning English as an additional language
- How the PLC process is tweaked to more effectively address the learning needs of EL students

Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn

The third critical question of effective collaboration, What do we do when students don't learn?, often stumps teachers and administrators. Luis F. Cruz showcases methods that schools use to guarantee collaboration (taping the room) and to ensure a collective response when students do not learn (painting the room). Participants learn how the PLC and RTI processes complement each other in increasing academic achievement for all students.

Participants in this session learn:

- How effective teacher teams collaborate and respond when students do not learn
- How to incorporate the five nonnegotiable vessels of the PLC Process
- How the use of common assessments is the lynch pin between PLC and RTI at work processes

I Am Sold on PLCs: Practical Tools and Directions to Be Successful

As educators initiate the PLC process, they need practical tools to begin and enhance the journey. However, educators might discover that their staff needs convincing when it comes to embracing and implementing PLC at Work. Luis F. Cruz shares resources, movie clips, and a powerful activity to convince administrative and teacher leaders why implementation of the PLC process must become and continue to be a priority.

Participants in this session learn:
● Practical actions to accelerate PLC at Work.
● The four schools activity
● Why resistance to the PLC process is to be expected

Timothy D. Kanold N-120

Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!
Ours is a profession of "emotional labor," and it is easy to experience mental and emotional exhaustion from the daily actions of our work life. Living the PLC life can be an experience of joy, and it can also sometimes leave teachers and leaders feeling overwhelmed. Relationships are hard work!

Timothy D. Kanold notes, "I have been exhausted at times and lost contact with the joy of my work life. So it is for you. Sooner or later, the world of your professional life stretches you beyond your limits. Yet, there are daily routines to help you regain your balance, renew your energy, and experience a state of heightened positive emotion at work, once again."

By understanding their *heartprint* and *soul story* impact, attendees learn routines to overcome prolonged stress and avoid potential burnout. Dr. Kanold draws from his award-winning *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2018) and the companion *SOUL! Fulfilling the Promise of Your Professional Life* (2021) to provide research, insights, and reflective tools for every season of professional life.

Participants can expect to:
● Consider daily routines for developing a positive emotional response to students and colleagues every day.
● Understand how compassion and self-compassion can prevent emotional exhaustion and burnout.
● Consider how to develop your relational intelligence at work and home.
● Discover how to *live your best life* through the use of daily, well-balanced Quadrant II quietude.

Leading the PLC Life: Eliminating Barriers, Creating Vision, and Teaching the Loose-Tight Culture
School-site administrators and leaders, guiding coalition members, instructional coaches, and school district or central office administrators, face the challenge of guiding others into PLC life. They help those they lead to overcome obstacles for the sustained implementation of the PLC process.

Timothy D. Kanold reveals how to become dynamic and inspiring decision makers others want to follow. As participants identify primary barriers to the PLC life, Dr. Kanold facilitates dialogue to find meaningful solutions based on understanding what is loose and tight in a PLC at Work culture. He reveals how to use a shared vision as the voice of authority to impact positive change, and examines how to effectively monitor the quality of the PLC process by celebrating actions that advance the shared vision and values (commitments) of your leadership life.

Participants can expect to:
● Identify school site- and district-level barriers to full PLC process implementation.

● Use a loose-tight model for PLC implementation focus and improvement.
● Learn how to create a shared working vision for the PLC work and process.
● Become inspiring leaders others will want to follow.

Your PreK–12 PLC Mathematics Focus: Great Instruction and Tasks!

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction.

Dr. Kanold shares research-affirmed lesson design criteria essential to student perseverance, development of self-efficacy, and sustained effort in mathematics class every day. He shares sample mathematics tasks and online resources for teacher support.

Participants use the PLC mathematics lesson design model to:
● Examine research-affirmed teaching actions that maximize student learning during a mathematics lesson.
● Consider how to use prior knowledge activities effectively.
● Examine the balanced use of lower- and higher-level-cognitive-demand tasks during class.
● Embrace the balanced use of small-group student discourse as part of a formative feedback process that encourages student perseverance, engagement, effort, efficacy, and participation during the lesson.

Educator Wellness: Routines and Strategies for Living Your Best Life!

Timothy D. Kanold and his colleague Tina H. Boogren define educator wellness as a "continuous, active process toward achieving a positive state of good health and enhanced physical, mental, emotional, and social well-being." They have created a research-affirmed educator wellness framework for rating, reflecting, and acting to improve the daily well-being and wellness story of everyone working within the educational enterprise.

Dr. Kanold shares how all teachers, leaders, and staff can be immersed in and not exhausted by their work life. He reveals five routines for improving weekly wellness and well-being to help participants bring their best selves to work each day.

Participants can expect to:
● Use the mental wellness routine of *efficacy* to build confidence and competence at work.
● Embrace the emotional wellness routine of *mindfulness* to build atomic habits that stick.
● Give the physical wellness routine of *movement* clout in everyday life.
● Understand how to use the social wellness routines of *trust* and *relationships* to develop friendships and effectively collaborate with others.

Michelle Marrillia N-144 Dance Room

The Case for Coaches in Professional Learning Communities

Successful instructional coaches understand the balancing act of working with teams to help ensure the fidelity of the three big ideas of a PLC while also providing the time and support to individual teachers who need it. Learn how a tiered instructional coaching model can help drive the collaborative culture in your school. Participants will leave with sample coaching plans for training team leaders, specific support systems for struggling teams, and instructional leadership team protocols.

Learning outcomes from this session include:

• Defining the role of coaches in PLCs

How to Do Great Work in an Imperfect School

Every school faces unique challenges, from ever-changing student populations to teacher shortages and high-stakes accountability systems. Michelle Marrillia discusses ways to quiet the distractions and focus on the right work by adhering to the tenets of a PLC. Participants in this session examine the differences between "PLC lite" and a true professional learning community and discuss methods to bring meaningful change to any school.

Participants gain insights into:

• How schools move away from adult-centered behavior to student-centered learning

• The conditions necessary for a collaborative culture to exist

• The ongoing support teachers need to maintain a thriving PLC

Do Common Formative Assessments Change Your Practice? Turning Data Into Successful Secondary Classroom Instruction

School systems are increasingly data-rich, but educators often struggle to use this data to differentiate instruction and provide timely feedback to meet the needs of every student. This session details practical approaches for effective and easy-to-implement reteaching strategies in multiple content areas in secondary classrooms. Michelle Marrillia provides specific examples of creating a system of regrouping and differentiated instruction based on assessment data.

Participants in this session discover:

• How a collaborative team can use data to implement reteaching strategies for students who do not learn the first time

• A stoplight regrouping method for differentiated instruction

• How to incorporate embedded academic advising for timely feedback

Mike Mattos - LGI Room

[KEYNOTE] Proven, Practical, and Doable: Making the Case for PLCs at Work

As a profession, we are facing unprecedented times. Never in our history has success in K–12 education been more vital to every child's success, and never have educators faced such daunting challenges amplified by a global pandemic and social strife. How we, as educators, respond to these realities will have a profound impact for generations. In this keynote, Mike Mattos makes the case that our best hope to overcome these obstacles and ensure all our students succeed is to become a true professional learning community. Participants learn the guiding principles and essential actions of the PLC at Work process, assess their progress, and consider next steps in their PLC journey.

Are We a Group or a Team?

Collaborative teacher teams are the engine that drives a professional learning community. When these teams are highly engaged in the right work, student learning accelerates … and when they are not, learning sputters and stalls. Because teachers have traditionally been required to attend grade-level or departmental team meetings, schools often mistakenly assume that merely renaming these gatherings "PLC time" represents teacher collaboration. The act of meeting together does not make a team, but instead, merely a group.

Participants in this session:

- Assess if they are currently part of a group or a team.
- Review the essential work of teacher teams in a PLC.
- Learn how to successfully navigate team disagreements.
- Leave with specific action steps to improve your teacher team.

Taking Action: How the PLC at Work Framework Drives an Effective Multitiered System of Supports

How does your school respond when students don't learn? Compelling evidence shows that response to intervention (RTI) successfully engages school staff in a collective process to provide every child with the additional time and support they need to learn at high levels. Yet, at many schools, this potential lies dormant, buried under layers of state regulations, district protocols, misguided priorities, and traditional school practices misaligned to the essential elements of RTI. This session shows how the PLC at Work process creates the larger schoolwide framework required to implement a highly effective, multitiered system of supports.

Outcomes from this session include:

- Understanding the guiding principles behind a multitiered system of interventions
- Learning essential actions that collaborative teams must complete at Tier 1 to respond when students don't learn effectively
- Prioritizing resources to address academic and behavior interventions
- Beginning the process of creating a pyramid of interventions

Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools

If the fundamental purpose of being a professional learning community is to ensure all students learn at high levels, then there must be time embedded during the school day to provide students extra time and support to succeed. In this session, Mike Mattos provides real examples showing how to create time for supplemental and intensive interventions.

Participants learn specific steps to implement a flexible secondary intervention period, including how to:

- Learn specific steps to implement a flexible intervention period.
- Determine what interventions to offer each week.
- Require students to attend specific interventions.
- Monitor student attendance.
- Allocate staff.
- Extend student learning.

● Address potential obstacles.
● Do all this within teachers' contractual obligations.

Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions
"Creating lifelong learners" is a key objective in the mission statements for many schools and districts. Because today's average high school graduate will change careers at least four times by the age of 40, ensuring that all students master the skills and behaviors needed to guide their future learning is essential to ensuring their future success. A study of highly effective, learning- progressive schools worldwide found these schools share two common elements: they operate as high-functioning PLCs with well-implemented RTI structures, and they promote student agency in the learning process.

Mike Mattos discusses how to build a highly effective school where students are engaged in personalized learning experiences and empowered to take ownership of the four critical questions of the PLC at Work process.

Outcomes from this session include:
● Discussing the essential knowledge, skills, and behaviors required to "future-proof " our students
● Defining how to create collaborative teacher teams within the PLC at Work framework and foster teacher transdisciplinary skills and behaviors
● Discovering how to use the four critical questions of a PLC to form pathways and progressions for personalized learning in the classroom
● Learning how schools utilize the RTI process to ensure every student develops agency and personalized learning opportunities required to thrive in a global economy

Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process
Becoming a professional learning community will not happen by luck, chance, or hope; it requires focused and effective leadership. In this breakout, Mike Mattos provides guiding principles, practical examples, and targeted tools to help leaders—site or district administration and teacher leaders—successfully support teacher teams.

Participants learn how to:
● Create an effective site leadership team.
● Develop and enforce team norms.
● Monitor and support the work of collaborative teams.

Anthony Muhammad - Auditorium

[KEYNOTE] The Way Forward: PLC at Work and the Bright Future of Education
The impact of COVID-19 will have long-lasting effects on every facet of our society. Very few institutions were more disrupted than schools. The pandemic affected staffing, funding, morale, and the continuity of student learning. Anthony Muhammad explores the history of the field of education and examines why the tenets of the PLC at Work process were important before the global pandemic and why they will be even more important after the pandemic. This is not the time to back away from PLCs; this is the time to reinforce the foundation of the PLC at Work process.

Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey

Anthony Muhammad addresses two vital stages in creating a PLC culture: 1) establishing philosophical agreement and building shared purpose, and 2) addressing staff frustration and reluctance to change. He leads an exploration of theories linking school culture and student learning, and participants leave with practical strategies to transform the culture at their schools and districts.

Learning targets include:

- Addressing counterproductive belief systems and forming a cohesive team of student advocates
- Analyzing and managing staff frustration
- Understanding the balance between support and accountability

Collaboration Is a Lifestyle, Not a Meeting!

How is a culture of collaboration created? How can an environment be established where people embrace collective responsibility? Anthony Muhammad addresses the collaborative characteristics of a high-performing PLC. Participants learn how teachers, support staff, school administrators, and central offices work together to improve school performance. Dr. Muhammad also discusses staff resistance to change and the leader's role in building consensus.

Participants in this session:

- Construct and protect productive collaborative relationships.
- Create organizational coherence and ensure collaboration at all levels of the school community.
- Understand the balance between support and accountability.

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

More than 20 years ago, the first book on PLC at Work was published by Richard DuFour and Robert Eaker. The PLC at Work process has been celebrated and validated as the most promising way to improve student learning, yet so many schools remain stalled at the beginning stages of implementation. Why does this reality of "PLC lite" still plague our profession today? Without exception, schools that use this system to transform their practice have one thing in common: effective leadership. This session explores the keys to effectively transitioning a school or district into a model PLC.

Outcomes from this session include:

- Understanding leadership challenges and lessons learned from more than 20 years of PLC at Work practice
- Learning the difference between leadership behaviors that undermine and those that promote the purpose of a PLC
- Exploring practical strategies that improve the ability to lead others through the change process and build consensus

Beyond Test Scores! The PLC at Work Process and Serving the Whole Child

The PLC at Work process is committed to a focus on *learning*. Learning does not have to be narrowly defined by academic standards and state test scores. Anything that we want students to learn—including social and emotional health, resilience, citizenship, entrepreneurship, and civility—can all be facilitated through the four PLC questions. If the COVID-19 pandemic taught anything, it is that human beings are complex and our holistic well-being is important.

Participants can expect to learn:
● How to strategically plan to define, assess, and address nonacademic student traits
● Strategies to engage counselors, social workers, and other nonacademic staff members in the PLC at Work process
● How to prioritize and promote student needs beyond test scores and student labels ● Clarify the work of collaborative teams.
● Establish steps for a guaranteed and viable curriculum.
● Explore the learning-assessing cycle in a unit of study.

Maria Nielsen N-124

The 15-Day Challenge: Win Quick, Win Often!
This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools nationwide are using this simple learning-assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:
● Clarify the work of collaborative teams.
● Establish steps for a guaranteed and viable curriculum.
● Explore the learning-assessing cycle in a unit of study.

Common Assessments: The Key to Uncommon Results for Student and Teacher Learning
The secret is out: Common formative assessments are the key to improving student learning! Formative assessments are powerful when teams of teachers create assessments in common, then share and discuss the results. This collaborative process leads to a dramatic increase in student learning and improved teaching practices. Maria Nielsen provides proven tools to use common assessments across grade levels and departments and illustrates practical strategies for implementing and using assessments to substantially improve student and adult learning.

Participants in this session:
● Examine the benefits of using common assessment as a grade level or department.
● Understand the balance between formative and summative assessments.
● Gain formative assessment tools to increase student and adult learning.
● Discover quick and easy ways to look at data and drill down to individual students.

Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work
What should happen when a team starts to struggle? As teachers move toward becoming interdependent teams, challenges inevitably arise. Ensuring high levels of learning for every student requires a change in thinking and practice. Participants review the work of highly effective teams, consider scenarios showing common team challenges, and work collaboratively to identify strategies for moving a team forward. This session is based on a book of the same title (Solution Tree Press, 2019), coauthored by Maria Nielsen and other educators who possess a wide range of backgrounds and experiences in all education levels.

Participants in this session:
- Identify common challenges that limit team efficacy.
- Collaboratively resolve specific challenges and share strategies to help teams progress.
- Practice specific coaching strategies designed to assist teams in their critical work.

Elementary ELA Strategies to Keep Your Students on Track

Maria Nielsen takes educators on an interactive journey to gain new and exciting ELA and writing strategies as a team. In this fast-paced session, elementary teachers gain clarity about ELA standards and explore how reading and writing go hand-in-hand for increased student learning. Participants also learn how to focus on year-long essential standards while using a district-prescribed curriculum.

In this session, participants:
- Gather tools and graphic organizers to connect reading and writing.
- Understand learning progressions on literacy-focused instruction and assessment.
- Overlay essential standards with district-prescribed curricula.
- Examine research-based teaching strategies to improve classroom instruction.

Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning

Maria Nielsen helps teachers move past "sit and get" in the classroom to a place where all students actively participate in learning. She shares engagement strategies to assess student understanding throughout a lesson or unit of study.

Participants can expect to:
- Explore the *nifty-nine* best teaching strategies.
- Learn how to assess student learning by implementing engagement strategies.
- Identify the differences among assessment questions, open questions, and engagement questions.

Jeanne Spiller N-126

Reading and Writing Instruction in a PLC at Work

A literacy level that guarantees students will fully function and engage in society must be the reality for every student because, undeniably, illiteracy is not an option for any student. This session is constructed to assist collaborative teams in designing standards-aligned instruction, assessment, and intervention that support the literacy development of all students.

Learning outcomes include:
1. Understanding the role the three big ideas and four critical questions of a PLC play in collaborating around reading and writing instruction
2. Learning how to develop meaningful learning progressions and team calendars to plan literacy-focused instruction and assessment
3. Examining research-backed teaching strategies to differentiate and improve classroom instruction

Leading Your PLC With Intention: Eight Important Considerations

Implementing and sustaining the PLC process requires diligent leaders who persist in ensuring that their school is a place in which leaders and teachers collaborate, make evidence-based decisions, understand that students are the top priority, communicate effectively, and create a trusting school environment. In this session, Jeanne Spiller provides strategies to participants that strengthen their leadership and lead to deeper PLC implementation. Participants reflect on their current practices and learn how to be more intentional in their leadership. Tools and protocols that leaders can use immediately are provided. This session is appropriate for school, district, and teacher leaders to attend as individuals or as school or district leadership teams.

Learning outcomes include:

- Creating an understanding of what *leading with intention* means for school leaders at all levels
- Examining effective habits that create a positive mindset to sustain a community focused on learning
- Reflecting and practicing with tools, strategies, and resources for implementing focused daily leadership actions

Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools

Schools that function as PLCs must ultimately do two things: 1) Build a collaborative culture to promote continuous adult learning. 2) Create structures and systems that guarantee students additional time and support for learning when they need it. After examining the key ingredients of systematic intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap.

Participants examine strategies and structures to collaboratively:

- Examine core beliefs.
- Consider key elements and aligned actions of effective RTI/MTSS practices.
- Examine the most common RTI mistakes.
- Review a tool for assessing the progress and opportunities for the district, school, or team in considering next steps.

Yes We Can! Collaboration for *All* Learners

When teams commit to collaborating in the PLC process and decide to engage in a cycle of continuous improvement, the first critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Only then can they exclaim with confidence that "All really does mean all!" This session provides participants with strategies and protocols to examine mindsets and collaborative processes to drive action planning that ensures higher levels of learning for all students. This session is designed for both general and special educators.

This session helps general and special educators:

- Understand the past and current realities regarding special education.
- Learn strategies to build a school and district culture with a belief that all students can learn at high levels.
- Reflect on local current practices and policies that do and do not align with the belief that all students can learn at high levels.

Enrollment Data

Enrollment data from June 1, 2022 to August 8, 2022

All Courses

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
ESC 232: Authentic Literacy in a Resource English Setting	6/1/2022	30	2	0	0	100
22-23 DCC Team Planning Day	6/1/2022	30	4	0	0	100
Krantz: Respond But Don't React	6/1/2022	30	17	0	0	100
Kranz: Grade 6-8 Math Summer School Teacher Orientation	6/1/2022	30	24	0	2	92
Kranz: Grade 7-8 RLA Summer School Teacher Orientation	6/1/2022	30	16	0	0	100
Dunbar: Grade 6 RLA Summer School Teacher Orientation	6/1/2022	30	10	0	0	100
22-23 Esmond Team Planning Day	6/1/2022	30	4	0	0	100
22-23 DALC HS Team Planning Day	6/1/2022	30	4	0	0	100
ESC 251: Elementary GT Depth and Complexity - limit 90	6/1/2022	90	47	0	1	98
ESC Boardroom: Secondary GT Depth and Complexity - Limit 50	6/1/2022	50	27	0	1	96
Bay Colony: Grade 3-5 RLA Summer School Teacher Orientation	6/1/2022	30	26	0	0	100
Kranz: Grades 3-5 Math Summer School Teacher Training	6/1/2022	30	28	0	2	93
DHS: Dickinson ISD Summer PD Think! Conference (June 2nd & 3rd) Limit 550	6/2/2022	550	422	0	40	91
VIRTUAL: RLA K-2: KAT DAY 1 (must register in advance with TAMU using link)	6/6/2022	90	54	0	0	100
22-23 Esmond Individual Planning Day	6/6/2022	30	3	0	0	100
22-23 DCC Individual Planning Day	6/6/2022	30	2	0	0	100
JSES D107:Technology in the Art Room	6/6/2022	30	8	0	0	100
ESC 230/231: Creating A Successful IEP - Limit 30	6/6/2022	30	16	0	0	100
San Leon Gym: Elementary PE Day 1 of 4	6/6/2022	30	7	0	0	100
3-5 Science Vertical Team	6/7/2022	30	6	0	0	100
VIRTUAL: RLA K-2: KAT DAY 2 (You must register in advance with TAMU using link provided)	6/7/2022	90	54	0	0	100
22-23 DALC HS Individual Planning Day	6/7/2022	30	3	0	0	100
JSES D107: Creating Community Awareness in the Elementary art room	6/7/2022	30	6	0	0	100
ESC Boardroom: Dipsticks: How to do ALL THE THINGS! (includes GT update)	6/7/2022	60	20	0	0	100
DHS Competition Side-Gym: Health and PE (7th-12th) Day 1 of 2	6/7/2022	30	12	0	2	86
LMS Gym: Middle School PE Teacher-Day 1 of 2	6/7/2022	30	4	0	0	100

San Leon Gym: Elementary PE Day 2 of 4	6/7/2022	30	7	0	0	100
Lobit MS D-107: MS/JH Local Art Exploration	6/7/2022	30	4	0	0	100
ESC 251: PLC at Work Workshop (By invitation only)	6/8/2022	130	86	0	0	100
JSES Library: What is the evidence? Implementation and data collection - Limit 60	6/8/2022	60	31	0	0	100
DHS Competition Side-Gym: Health and PE (7th-12th) Day 2 of 2	6/8/2022	30	11	0	1	92
LMS Gym: Middle School PE Teacher-Day 2 of 2	6/8/2022	30	3	0	0	100
San Leon Gym: Elementary PE Day 3 of 4	6/8/2022	30	7	0	0	100
22-23 ACCEL Team Planning Day	6/9/2022	30	4	0	0	100
ESC 251: Administrator Leadership Academy (Principals & AP's)	6/9/2022	90	63	0	0	100
San Leon Gym: Elementary PE Day 4 of 4	6/9/2022	30	7	0	0	100
DHS: PLC @ Work LIVE Institute-By Invitation Only	6/14/2022	460	338	0	24	93
ESC 230/231: Emergent Reading: PK Small Group Activities Make and Take - Limit 25	6/14/2022	30	12	0	1	92
DHS CT113: VEX Robotics Beginner Coach Training - 2 days (June 20-21)	6/20/2022	30	3	0	0	100
ESC 251: Restorative Practices 6 Tools Make & Take - Limit 40	6/20/2022	40	8	0	0	100
KJHS E250: IPC for STEAM in 22-23 (By Invitation only)	6/21/2022	30	0	0	0	0
ESC 251: Brain-based Learning for GT Teachers- GT Update	6/21/2022	90	47	0	3	94
ESC 251: GT Lately: What are the latest topics in the news - GT Update	6/21/2022	90	47	0	1	98
ESC 232: Creating A Successful IEP - Limit 30	6/22/2022	30	9	0	0	100
ESC 251: Leading with Better Conversations	6/22/2022	30	8	0	1	89
ESC 230/231: Elementary DBQ Training	6/22/2022	30	4	0	0	100
DHS CT113: VEX Robotics Coach Training for 22/23 Game	6/22/2022	30	3	0	0	100
DHS Competition Gym: Basketball: Gator Schemes and Systems	6/24/2022	30	12	0	0	100
VIRTUAL: RLA 3-6: KAT DAY 1 (must register in advance with TAMU using link provided)	6/27/2022	90	22	0	0	100
LMS D110: Level 1 Schoology Workshop (Session 1) - Limit 30	6/28/2022	31	26	0	0	100
VIRTUAL: RLA 3-6: KAT DAY 2 (must register in advance with TAMU using link provided)	6/28/2022	90	20	0	2	91
ESC 251 : Purposeful Math Play for Pre-K & K - Limit 30	6/28/2022	30	19	0	1	95
ESC 230/231: Representing and Solving with the Operations, grade 3-5	6/28/2022	30	9	0	1	90
JSES Library: What is the evidence? Implementation and data collection - Limit 60	6/28/2022	60	20	0	1	95
LMS D110: Level 1 Schoology Workshop (Session 2) Limit 30	6/29/2022	30	10	0	0	100

VIRTUAL: RLA/SS/SCI: KAT DAY 1&2 (Grades 7-12) (Must register in advance with TAMU using link provided)	6/29/2022	90	16	0	0	100
ESC 251: Consistently Crystal Clear Communication: In person, on the phone and in writing.	6/29/2022	30	14	0	0	100
LMS D110: Level 2 Schoology Workshop (Session 1) Limit 30	6/30/2022	30	12	0	1	92
VIRTUAL: RLA/SS/SCI: KAT DAY 2 (Grades 7-12) Must register in advance with TAMU using link provided	6/30/2022	90	15	0	0	100
ESC 251: Representing Addition and Subtraction Word Problems, grades K-2 (Limit 30)	6/30/2022	30	13	0	0	100
ESC 251: Rebekah O'dell from MovingWriters.org	7/11/2022	90	5	0	0	100
Out of District: Texas Lre Sumners Institute: The American History Challenge: Helping Teach the Tougher TEKS (8th Grade)	7/11/2022	30	0	0	0	0
Out of District: Texas Lre Sumners Institute: The American History Challenge: Helping Teach the Tougher TEKS (High School)	7/11/2022	30	0	0	0	0
LMS D110: Level 1 Schoology Workshop (Session 4) Limit 30	7/13/2022	30	19	0	3	86
Out of District: Texas LRE: Sumners Institute: Kids are Citizens, Too! Kinder -3rd	7/13/2022	30	0	0	0	0
ESC 230/231: Diving Deeper with Guided Reading (K-2nd) - Limit 30	7/13/2022	30	15	0	0	100
LMS D110: Level 2 Schoology Workshop (Session 2) Limit 30	7/14/2022	30	27	0	1	96
ESC 230/231: Diving Deeper with Shared Reading (K-2nd) Limit 30	7/14/2022	30	14	0	0	100
Texas LRE: Sumners Institute on the Founding Documents - Out of District Event: Information only	7/18/2022	30	0	0	0	0
ESC 251: Dual Language Essentials and Content, Language, and Literacy Integration Framework	7/18/2022	90	30	0	0	100
ESC 251: Moving EL's Forward on TELPAS	7/19/2022	90	36	0	0	100
ESC 230/231: Differentiated Instruction through Questioning in the K-5 Classroom	7/20/2022	30	4	0	0	100
ESC 251: Cross Linguistic Connections (Dual Language Teachers)	7/20/2022	90	44	0	0	100
ESC 251: Cross Linguistic Connections K-4 Planning W/TEKS	7/21/2022	90	26	0	0	100
ESC 230/231: Differentiated Instruction through Questioning for the 6-12 Classroom	7/21/2022	30	13	0	0	100
San Leon Elementary Special Programs Reading Academy Cohort	7/25/2022	30	4	0	0	100
ESC 251: TAMU WeWrite Grades 3-6 Day 1 of 2	7/25/2022	90	21	0	0	100
ESC 230/231: Elementary Attendance/Data Entry Clerk Training for Reviewing Immunizations	7/25/2022	30	13	0	1	93
DHS 9th Grade Center R-214/R-222 / DHS Library / Day 1 - CCF Camp	7/26/2022	45	44	0	0	100

San Leon Elementary Special Programs Reading Academy Cohort	7/26/2022	30	4	0	0	100
ESC 251: TAMU WeWrite Grades 3-6 Day 2 of 2	7/26/2022	90	20	0	0	100
7th & 8th MJHS DESMOS Curriculum Training	7/27/2022	30	14	0	0	100
DHS 9th Grade Center R-214/R-222 (7/26) DHS Library - Day 2 CCF Camp	7/27/2022	30	22	0	0	100
San Leon Elementary Special Programs Reading Academy Cohort	7/27/2022	30	4	0	0	100
ESC 251: TAMU We Write Grades 7-12 Day 1 of 2	7/27/2022	90	31	0	0	100
DHS 9th Grade Center R-214/R222 (7/26) DHS Library / Day 3 CCF Camp	7/28/2022	30	27	0	0	100
Tech. Cottage: ToT Session for New Teacher Orientation	7/28/2022	30	5	0	0	100
7th & 8th MJHS Math Curriculum Planning	7/28/2022	30	13	0	0	100
DHS Field House: Football Offense/Defense/Special Teams Install -Day 1 of 2	7/28/2022	30	12	0	0	100
ESC 251: TAMU WeWrite Grades 7-12 Day 2 of 2	7/28/2022	90	29	0	0	100
ESC 230/231: Preparing for New STAAR in Math (3rd - Alg 1)	7/28/2022	60	8	0	0	100
DHS Field House: Football Offense/Defense/Special Teams Install -Day 2 of 2	7/29/2022	30	11	0	0	100
ESC 230/231: 6th Grade STEM 22-23 Curriculum Writing - Day 1 (By Invitation only)	8/1/2022	30	7	0	0	100
DHS LGI: An Advocate at the ARD-What now - AM Session	8/1/2022	75	66	0	0	100
ESC 251: Legal Update with Special Ed Lawyer Paula Roalson - AM Session	8/1/2022	80	79	0	0	100
ESC Boardroom: GT Nature and Needs CORE FOUNDATION -limit 50	8/1/2022	50	8	0	0	100
CPI Course Barber	8/1/2022	25	8	0	0	100
DHS LGI: An Advocate at the ARD-What now - PM Session	8/1/2022	75	69	0	0	100
ESC 251: Legal Update with Special Ed Lawyer Paula Roalson - PM Session	8/1/2022	75	70	0	0	100
DHS Auditorium: NEW to DISD Training-Day 1 of 4	8/2/2022	300	218	0	10	96
ESC 230/231: 8th Grade STEM 22-23 Curriculum Writing - Day 1 (By Invitation only)	8/2/2022	30	2	0	0	100
ESC 230/231: 7th Grade STEM 22-23 Curriculum Writing - Day 1 (By Invitation only)	8/2/2022	30	4	0	0	100
ESC 230/231: 5th Grade STEM 22-23 Curriculum Writing - Day 1 (By Invitation only)	8/2/2022	30	11	0	0	100
ESC 230/231: 6th Grade STEM 22-23 Curriculum Writing - Day 2 (By Invitation only)	8/2/2022	30	7	0	0	100
8th MJHS Social Studies Tx History Curriculum Planning	8/2/2022	30	5	0	0	100
ESC 251: Lead4ward 101 with Justin Richardson	8/2/2022	80	15	0	0	100
ESC Boardroom: GT Social &	8/2/2022	50	6	0	0	100

Emotional CORE FOUNDATION - Limit 50						
ESC 230/231: 7th Grade STEM 22-23 Curriculum Writing - Day 2 (By Invitation only)	8/3/2022	30	4	0	0	100
ESC 230/231: 5th Grade STEM 22-23 Curriculum Writing - Day 2 (By Invitation only)	8/3/2022	30	11	0	0	100
ESC 230/231: 6th Grade STEM 22-23 Curriculum Writing - Day 3 (By Invitation only)	8/3/2022	30	7	0	0	100
ESC 251: Special Programs BRIDGES / Day 1	8/3/2022	45	44	0	0	100
8th MJHS Sci Curriculum Planning	8/3/2022	30	4	0	0	100
DHS: NEW to DISD Training- Day 2	8/3/2022	300	207	0	16	93
ESC 230/231: 8th Grade STEM 22-23 Curriculum Writing - Day 2 (By Invitation only)	8/3/2022	30	2	0	0	100
ESC Boardroom: GT Identification & Assessment CORE FOUNDATION	8/3/2022	50	8	0	0	100
ESC 251: Special Programs / BRIDGES PM	8/3/2022	35	33	0	0	100
ESC 230/231: 5th Grade STEM 22-23 Curriculum Writing - Day 3 (By Invitation only)	8/4/2022	30	11	0	0	100
ESC Boardroom: GT Nature and Needs for update	8/4/2022	50	1	0	0	100
ToT Session for Technology Back to School Training	8/4/2022	30	13	0	0	100
DHS: NEW to DISD Training- Day 3 of 4	8/4/2022	300	211	0	14	94
ESC 230/231: 8th Grade STEM 22-23 Curriculum Writing - Day 3 (By Invitation only)	8/4/2022	30	2	0	0	100
ESC 230/231: 7th Grade STEM 22-23 Curriculum Writing - Day 3 (By Invitation only)	8/4/2022	30	4	0	0	100
ESC Boardroom: Creativity & Instructional Strategies CORE FOUNDATION	8/4/2022	50	9	0	0	100
MJH Library: RLA Training with Kelly Tumy	8/4/2022	30	22	0	0	100
CRES: Elem Math and Science BTS TOT (invitation only)	8/4/2022	30	7	0	0	100
LMS Front Conference Room: BTS Science Trainer of Trainer	8/4/2022	30	3	0	0	100
SS Back to School TOT for Coaches	8/4/2022	30	4	0	0	100
DMS: TOT for BTS MATH MS/JH content trainings	8/4/2022	30	5	0	0	100
CPI Course Hughes Rd	8/4/2022	25	5	0	0	100
ESC Boardroom: GT Curriculum & Differentiation UPDATE	8/5/2022	50	1	0	0	100
KJHS ILT PLANNING AUG 2022	8/5/2022	30	10	0	0	100
ESC 251: AP Academy - August (AM session only - No PM session option)	8/5/2022	80	29	0	0	100
DHS Auditorium: NEW to DISD Training- Day 4 of 4	8/5/2022	300	208	0	13	94
DHS LGI: FYT Mentor Training & Luncheon (Required of all DISD Mentors)	8/5/2022	100	69	0	0	100
ESC Boardroom: GT Curriculum & Differentiation CORE FOUNDATION	8/5/2022	50	7	0	0	100

ESC 230/231: Special Programs - BRIDGES CLT - DAY 2	8/5/2022	40	37	0	0	100

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: 2022 CTE Certifications and Program Planning Report

Agenda Item: Dr. Melissa Everett

Background Information:
The 2022 CTE Certifications and Program Planning Report is attached.

Recommendation:
Information only

Action Item: _____Yes ___√___ No

DICKINSON INDEPENDENT SCHOOL DISTRICT
Melissa Botkin-Everett, Ed.D
Director of Career & Technical Education

2218 FM 517 East.
Dickinson, Texas 77539
281-229-6070

September 2022 Board Report
CTE Certifications and Program Planning

CTE Programs of Study Completer Rate for all Galveston County ISDs	A	B	C	D	E	DISD
Total Career Cluster Completers	N/A	103	66	598	144	209
Total Concentrators and Completers	N/A	360	204	1897	376	482
Completer Rate All Programs	N/A	29%	32%	32%	38%	43%

CTE completer: The completion of three or more courses for four or more credits including one level three or level four course

CTE Certification Summary

Industry Based Certifications (IBCs) Earned	2019	2021	2022
% of Graduates	6%	10%	20%

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2021-2022 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Paul Rose	Intro to Welding	NCCER Core Level 1	69	5	74
College of the Mainland	Welding 1 (COM Dual Credit)	NCCER Core Level 1	0 *Students will earn certifications in their 2nd year of Dual credit with COM	0	0
Clay Menotti	Welding 2	OSHA 30	1*Piloted OSHA 30	16	17
Lacey Jackson	Pharmacy Technician	Certified Pharmacy Technician	7	4	11
Lacey Jackson	Pharmacy Technician	BLS/CPR	12	0	12
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	Patient Care Technician	34	0	34
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	EKG Technician	34	0	34
Jenna Ryder	Dental	Registered Dental Assistant (RDA)	14	0	14
Jenna Ryder	Dental	Nitrous Oxide	14	0	14
Jenna Ryder	Dental	BLS/CPR	14	0	14
Autumn Thomas	EMT	Emergency Medical Technician	1 *New Program	2	3
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	12	0	12
John Bruysschaard	Engineering	Certified SolidWorks Associate	8	13	21
Justin Dorsett	Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0	0
Jordyn Cook	Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0	0
Matt Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	6	6	12
Kelli Koby	Audio Video Production	Adobe Photoshop	10	0	10
Hayley Booth	Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In-Design	9	0
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	37	9	46
Elena Flores	Education & Training	Educational Aide I	15	0	15
Carrie Flynn	Business	Microsoft	3	3	6
		Totals	291	58	349

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New CTE Opportunities

Jet Grant

DISD CTE has successfully completed two Jobs and Education for Texans (JET) grants for our Health Science and Welding programs. The purpose of the JET grant is to defray the start-up costs associated with developing career and technical education programs. The grants will provide funding for equipment for the purpose of developing career and technical education courses leading to a license, certificate or post-secondary degree and may include courses offering dual-credit and technical education programs. If awarded the Health Science grant, DISD will be the first in Texas to provide students coursework leading to dual credit and a Limited Licensed Radiology Technologist (LLRT) credential opportunity. The welding grant will provide DISD the ability to purchase large equipment for our new Applied Agriculture Engineering course. Students will have an opportunity to earn American Welding Society (AWS) D 1.1, D 9.1, and National Center for Construction Education and Research (NCCER) CORE certifications.

Agriculture

New Course: Dickinson High School is offering a Veterinary Medial Applications course to students this fall. The Veterinary Sciences program of study focuses on the science, research, and business of animals and other living organisms. Students learn how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch. Students may also research or diagnose diseases and injuries of animals.

New Course: Dickinson High School is offering a Wildlife, Fisheries, and Ecology Management course to students this fall. Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

New Course: Dickinson High School is offering an Applied Agriculture Engineering course to students this fall. Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments. The Agriculture Mechanics and Metal Technologies course is slated to be added in the fall of 2024 as it is the second course in the Program of Study (POS).

New 2022-2024 Industry Based Certification List Released: The new 2022-2024 Industry Based Certification List Released for school accountability was released in late August. The CTE department is diligently researching the list to decipher which certifications will present our students with a competitive edge in the workforce.

Health Science

Planning for Courses: The CTE Department is in the process of researching Imaging Technology courses in anticipation of receiving the Jobs and Education for Texans (JET) grant for our Health Science program. If awarded the Health Science grant, DISD will be the first in Texas to provide students coursework leading to dual credit and a Limited Licensed Radiology Technologist (LLRT) credential opportunity.

Emergency Services

Planning for Courses: The CTE Department is in the process of researching Firefighter courses in anticipation of partnering with College of the Mainland (COM) to provide students coursework leading to dual credit and a Basic Structure Fire Protection certification opportunity.

CTE Courses in grades 6-8

Planning for Courses: The CTE Department is in the process of examining course offerings for grades 6-8 to ensure students are prepared to make informed decisions regarding their Program of Study (POS) pathway.

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 2022 National Conference & Competition in June.

DICKINSON INDEPENDENT SCHOOL DISTRICT

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

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Science, Technology, Engineering, and Math (STEM)

Great Lunar Expedition for Everyone (GLEE): Bethany Lloyd and her team were one of 211 teams from around the world selected to participate in Great Lunar Expedition for Everyone (GLEE). Inspired by NASA's Apollo Moon landings over 50 years ago, (GLEE) will be a catalyst for a new generation of space missions and explorers. This scientific and technological mission to the Moon will deploy 500 LunaSats to the lunar surface to conduct local and distributed science missions. LunaSats are tiny spacecrafts with an integrated sensor suite that will be programmed by teams of students all over the world for a mission of their own design. These teams will be mentored by GLEE program staff through the programming, test, launch, and data gathering process. From hands-on activities to a global citizen science network, GLEE is the next step to inspire and engage the world in a truly global mission to the Moon. This program will give the DISD team the chance to learn what it takes to build, program, and land their LunaSat on the moon's surface next year. DISD Robotics coach Carl Bergman shared, "This is an incredible opportunity to learn about mechanical and software engineering while accomplishing what most high school students can only dream of." DISD's mentor will be the lead designer of the VIPER program at NASA.

Health Science

CTE Champion Award: Hilary Gramm of Higher UP Texas received the Career & Technical Education (CTE) Champion award at the Career & Technical Association of Texas (CTAT) conference in July.

Career & Technical Association of Texas (CTAT) Presentation: Hilary Gramm of Higher UP Texas, Dr. Cherry Beckworth of UTMB, Dr. Smith of Dickinson High School, and Dr. Melissa Everett of the CTE Department presented a session titled *Assembling the Next Generation Healthcare Worker Pipeline* at the annual July CTAT Conference in Ft. Worth. The presentation highlighted the unique opportunities health science students are presented with during high school and post-high school graduation. The group also shared plans to include Auto Tech and Career Preparation practicum students in the program beginning in the fall of 2022.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: 2022 Accountability

Agenda Item: Dr. Debby Noffsinger

Background Information:

Presentation of the 2022 Accountability ratings and data tables for Dickinson ISD.

Recommendation:
Informational only.

Action Item: _____ Yes __√__ No

2022 Accountability Rating System

Performance Domain Summary

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Domain 1 - Student Achievement				70%	
Domain 2A - Academic Growth					
Domain 2B - Relative Performance					
Domain 3 - Closing the Gaps				30%	
				Overall Score	

DISD 2022

	Component Score	Scaled Score	Rating
Overall		**86**	**B**
Student Achievement		**82**	**B**
STAAR Performance	45	76	
College, Career and Military Readiness	67	92	
Graduation Rate	93.7	75	
School Progress		* **89**	**B**
Academic Growth	68	76	C
Relative Performance (Eco Dis: 64.3%)	56	90	A
Closing the Gaps	**61**	**79**	**C**

* This district did not receive an A rating in the School Progress domain because the district includes at least one campus that received a scaled score less than 70 in the School Progress domain.

Bay Colony 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**80**	**B**
Student Achievement		**80**	**B**
STAAR Performance	53	80	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**84**	**B**
Academic Growth	63	59	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 61.2%)	53	84	B
Closing the Gaps	**56**	**72**	**C**

Barber Middle School 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**89**	**B**
Student Achievement		**80**	**B**
STAAR Performance	49	80	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**86**	**B**
Academic Growth	76	85	B
Relative Performance (Eco Dis: 64.8%)	49	86	B
Closing the Gaps	**95**	**95**	**A**

Distinction Designations

- ✓ ELA/Reading
- ✓ Mathematics
- ✓ Comparative Academic Growth
- ✓ Comparative Closing the Gaps

Calder Road 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**82**	**B**
Student Achievement		**83**	**B**
STAAR Performance	55	83	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**85**	**B**
Academic Growth	65	62	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 59.5%)	55	85	B
Closing the Gaps	**72**	**76**	**C**

Distinction Designations

✓ Postsecondary Readiness

Dickinson Continuation Center 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**89**	**B**
Student Achievement		**88**	**B**
STAAR Performance	37	87	
College, Career and Military Readiness	25	90	
Graduation Rate	93.2	85	
School Progress		**83**	**B**
Academic Growth	69	83	B
Relative Performance (Eco Dis: 70.1%)			Not Rated
Closing the Gaps			**Not Rated**

Dickinson High School 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**83**	**B**
Student Achievement		**82**	**B**
STAAR Performance	43	72	
College, Career and Military Readiness	74	94	
Graduation Rate	94.4	80	
School Progress		**87**	**B**
Academic Growth	58	63	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 61.7%)	59	87	B
Closing the Gaps	**44**	**74**	**C**

Dunbar Middle School2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**74**	C
Student Achievement		**70**	C
STAAR Performance	38	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**75**	C
Academic Growth	68	74	C
Relative Performance (Eco Dis: 74.8%)	38	75	C
Closing the Gaps	**37**	**72**	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Hughes Road 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**68**	**Not Rated: Senate Bill 1365**
Student Achievement		**70**	C
STAAR Performance	41	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**70**	C
Academic Growth	56	56	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 70.8%)	41	70	C
Closing the Gaps	**28**	**62**	**Not Rated: Senate Bill 1365**

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Kranz Junior High 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**91**	**A**
Student Achievement		**85**	**B**
STAAR Performance	55	85	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**90**	**A**
Academic Growth	80	90	A
Relative Performance (Eco Dis: 62.6%)	55	90	A
Closing the Gaps	**93**	**93**	**A**

Distinction Designations

- ✓ Mathematics
- ✓ Social Studies
- ✓ Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Comparative Closing the Gaps

Kenneth E. Little 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**78**	C
Student Achievement		**72**	C
STAAR Performance	43	72	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**80**	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 84.5%)	43	79	C
Closing the Gaps	**57**	**72**	C

Distinction Designations

✓ ELA/Reading

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Lobit Elementary 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**87**	**B**
Student Achievement		**86**	**B**
STAAR Performance	57	86	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**86**	**B**
Academic Growth	79	86	B
Relative Performance (Eco Dis: 40.5%)	57	80	B
Closing the Gaps	**93**	**88**	**B**

Lobit Middle School 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**71**	C
Student Achievement		**72**	C
STAAR Performance	40	72	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**59**	**Not Rated: Senate Bill 1365**
Academic Growth	58	58	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 47.4%)	40	59	Not Rated: Senate Bill 1365
Closing the Gaps	**25**	**68**	**Not Rated: Senate Bill 1365**

Identification of Schools for Improvement

This campus is identified for additional targeted support.

McAdams Junior High 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**75**	C
Student Achievement		**73**	C
STAAR Performance	41	73	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**75**	C
Academic Growth	68	74	C
Relative Performance (Eco Dis: 64.0%)	41	75	C
Closing the Gaps	**48**	**75**	C

Distinction Designations

✓ Social Studies

San Leon 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**68**	**Not Rated: Senate Bill 1365**
Student Achievement		**65**	**Not Rated: Senate Bill 1365** [198]
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**70**	C
Academic Growth	56	56	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 80.7%)	38	70	C
Closing the Gaps	**27**	**62**	**Not Rated: Senate Bill 1365**

Silbernagel 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**71**	C
Student Achievement		**71**	C
STAAR Performance	42	71	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**75**	C
Academic Growth	58	57	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 79.3%)	42	75	C
Closing the Gaps	**26**	**61**	**Not Rated: Senate Bill 1365**

DISD 2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**86**	**B**
Student Achievement		82	B
STAAR Performance	45	76	
College, Career and Military Readiness	67	92	
Graduation Rate	93.7	75	
School Progress		**89**	**B**
Academic Growth	68	76	C
Relative Performance (Eco Dis: 64.3%)	56	90	A
Closing the Gaps	**61**	**79**	**C**

	Campus Distinctions
CRES	Post Secondary Readiness
KLES	ELA
BMS	ELA, Math, Comparative Academic Growth, Comparative Closing the Gaps
KJH	Math, Social Studies, Comparative Academic Growth, Post Secondary Readiness, Comparative Closing the Gaps
MJH	Social Studies

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: Advanced Programs and Dual Credit Longitudinal Data

Agenda Item: 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	2017	2018	2019	2020	2021	2022
Biology	1	1	0	0	2	2	0
	2	18	3	11	2	3	6
	3	18	2	8	8	3	5
	4	4	1	2	2	0	8
	5	0	0	1	0	0	3
	# exams	41	6	22	14	8	22
	% pass	54%	50%	50%	71%	38%	72%
	Mean	2.61	2.67	2.68	2.71	2.1	3.36
Calculus AB	1	7	11	6	7	19	14
	2	11	11	13	12	22	18
	3	8	11	13	6	16	11
	4	6	6	9	9	6	3
	5	5	5	4	4	3	4
	# exams	37	44	45	38	66	50
	% pass	51%	50%	58%	50%	38%	36%
	Mean	2.76	2.61	2.82	2.76	2.3	2.3
Calculus BC	1		0				
	2		0				
	3		0				
	4		1				
	5		0				
	# exams		1				
	% pass		100%				
	Mean		4				
Calculus BC: AB Subscore	1		0				
	2		0				
	3		0				
	4		0				
	5		1				
	# exams		1				
	% pass		100%				
	Mean		5				
Chemistry	1		8		1	0	0
	2		13	4	8	5	7
	3		11	9	6	11	13
	4		6	1	3	0	5
	5		1	1	0	2	0
	# exams		39	15	18	18	25
	% pass		46%	73%	50%	72%	72%
	Mean		2.46	2.93	2.61	2.9	2.92
Human Geography	1	5	5	12	4	16	33
	2	3	4	3	3	12	30
	3	6	14	11	5	28	30
	4	3	6	8	3	11	23
	5	1	0	3	4	8	3
	# exams	18	29	37	19	75	119
	% pass	56%	69%	59%	63%	63%	47%
	Mean	2.56	2.72	2.65	3	2.8	2.44
Macroeconomics	1	10	5	11	18	16	24
	2	2	3	7	5	2	2
	3	0	1	4	0	2	3
	4	1	0	1	2	0	2
	5	0	0	0	0	0	0
	# exams	13	9	23	25	20	31
	% pass	8%	11%	22%	8%	10%	16%
	Mean	1.38	1.56	1.78	1.44	1.3	1.45
Music Theory	1				2	0	1
	2				1	2	3
	3				3	2	0
	4				0	0	0
	5				1	0	0
	# exams				7	4	4
	% pass				57%	50%	0%
	Mean				2.57	2.5	1.75

	Scores	2017	2018	2019	2020	2021	2022
English Language and Composition	1	5	18	16	6	7	16
	2	24	32	20	15	18	13
	3	13	18	10	14	8	2
	4	4	5	3	4	4	3
	5	2	2	1	0	1	2
	# exams	48	75	50	39	28	36
	% pass	40%	33%	28%	46%	34%	19%
	Mean	2.46	2.21	2.06	2.41	2.3	1.94
English Literature and Composition	1	4	5	1	1	2	0
	2	15	11	10	8	13	3
	3	4	8	10	5	4	9
	4	4	2	2	1	1	5
	5	1	0	1	1	0	3
	# exams	28	26	24	16	20	20
	% pass	32%	38%	54%	44%	24%	85%
	Mean	2.39	2.27	2.67	2.56	2.2	3.4
Environmental Science	1	1	11	19	10	9	5
	2	2	15	12	2	23	25
	3	2	4	6	4	15	9
	4	0	2	4	6	8	16
	5	2	1	0	1	1	1
	# exams	7	33	41	20	56	56
	% pass	57%	21%	24%	40%	43%	46%
	Mean	3	2	1.88	2.15	2.4	2.7
European History	1	3					0
	2	7					0
	3	5					0
	4	3					1
	5	0					0
	# exams	18					1
	% pass	44%					100%
	Mean	2.44					4
French Language	1		0	0	0		1
	2		0	1	0		0
	3		1	1	3		0
	4		0	0	0		0
	5		0	0	0		0
	# exams		1	2	3		1
	% pass		100%	50%	100%		0%
	Mean		3	2.5	3		1
Psychology	1			12	3	7	5
	2			7	3	5	2
	3			2	2	2	1
	4			0	1	1	1
	5			0	0	1	0
	# exams			21	9	16	9
	% pass			10%	33%	25%	22%
	Mean			1.52	2.11	2	1.78
Spanish Language and Culture	1	0	0	0	0	0	0
	2	3	1	0	1	0	0
	3	7	0	1	2	4	2
	4	9	0	3	5	10	10
	5	2	1	1	5	5	4
	# exams	21	2	5	13	19	16
	% pass	86%	50%	100%	92%	100%	100%
	Mean	3.48	3.5	4	4.08	4.1	4.13
Statistics	1	7	1	9	18	12	3
	2	11	1	5	9	6	4
	3	7	5	5	7	5	4
	4	4	2	1	6	1	2
	5	0	0	0	1	0	3
	# exams	29	9	20	41	24	16
	% pass	38%	78%	30%	34%	25%	56%
	Mean	2.28	2.89	1.9	2.1	1.8	2.88

	Scores	2017	2018	2019	2020	2021	2022
Physics 1	1	4	7	6	12	3	1
	2	11	3	8	7	2	8
	3	1	2	4	5	2	1
	4	7	2	3	6	0	5
	5	1	1	0	0	0	3
	# exams	24	15	21	30	7	18
	% pass	38%	33%	33%	37%	29%	50%
	Mean	2.58	2.13	2.19	2.17	2.1	3.06
Physics 2	1	1	2	0	0	0	0
	2	1	1	0	2	1	0
	3	3	2	0	2	2	0
	4	3	1	1	2	0	0
	5	0	0	0	0	1	1
	# exams	8	6	1	6	4	1
	% pass	75%	50%	100%	67%	75%	100%
	Mean	3	2.33	4	3	3.3	5
Studio Art: Drawing Portfolio	1	0		0	0		
	2	0		0	0		
	3	0		3	0		
	4	1		1	1		
	5	2		2	0		
	# exams	3		6	1		
	% pass	100%		100%	100%		
	Mean	4.67		3.83	4		
US Government and Politics	1	4	8	6	4	4	6
	2	6	6	9	4	8	5
	3	1	6	8	5	6	5
	4	1	2	1	3	0	2
	5	0	0	1	2	0	3
	# exams	12	22	25	18	18	21
	% pass	17%	36%	40%	56%	33%	48%
	Mean	1.92	2.09	2.28	2.72	2.1	2.57
World History	1	23	16	24	31	17	13
	2	13	23	20	21	29	40
	3	2	15	12	15	8	28
	4	5	7	1	3	5	14
	5	1	4	2	1	1	1
	# exams	44	65	59	71	60	96
	% pass	18%	40%	25%	27%	23%	45%
	Mean	1.82	2.38	1.93	1.9	2.1	2.48
United States History	1	1	1	1	19	24	35
	2	5	16	14	37	16	14
	3	8	12	9	13	7	4
	4	2	5	1	7	2	3
	5	0	1	0	0	3	1
	# exams	16	35	25	76	52	57
	% pass	63%	51%	40%	26%	23%	14%
	Mean	2.69	2.69	2.4	2.11	1.9	1.61
Comparative Government and Politics	1						0
	2						0
	3						1
	4						0
	5						0
	% pass						100%
	# exams						1
	Mean						3

Indicates SIGNIFICANT growth or maintained excellence

	Scores	2017	2018	2019	2020	2021	2022
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	1	0	0			0	
	2	1	1			0	
	3	2	0			0	
	4	0	0			1	
	5	0	0			0	
	# exams	3	1			1	
	% pass	67%	0%			100%	
	Mean	2.67	2			4	
Music Aural	1					2	1
	2					1	1
	3					1	2
	4					0	0
	5					0	0
	# exams					4	4
	% pass					50%	50%
	Mean					2.8	2.25
Music Non-Aural Subscore	1					0	1
	2					2	2
	3					2	1
	4					0	0
	5					0	0
	# exams					4	4
	% pass					50%	25%
	Mean					2.5	2

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 17,509 credit hours have been earned.

Year	Student #	Total
2018	200	2874
2019	243	3784
2020	281	4022
2021	231	3506
2022	243	3323

Dual Enrollment Program

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

	Enrolled		Earned HS Credit		Earned 3 Hrs College Credit
2020	34		34		2
2021	9		9		6
2022	92		92		47

DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:
The Monthly Tax Collection Report for July, 2022 and year to date is attached.

Recommendation:
Information only.

Action Item: _____Yes ____√___ No

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected
2021	$5,701,890,260	$1.312	$74,808,800	$73,168,058	97.81%
2020	$4,851,053,036	$1.344	$65,198,153	$63,813,518	97.88%
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%

Dickinson Independent School District
Monthly Tax Collections Report
Maintenance Operations and Interest Sinking

2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total
Current Year Tax	Pending Billing	$1,088,340	$3,747,145	$31,980,110	$22,328,154	$10,529,093	$939,131	$675,619	$544,593	$936,072	$399,801		$73,168,058	
YTD % Collected	0.00%	1.45%	6.46%	49.21%	79.06%	93.13%	94.39%	95.29%	96.02%	97.27%	97.81%	97.81%	97.81%	97.81%
Prior Years Tax	$62,609	$122,577	$73,266	$68,898	-$73,715	$36,019	-$162,238	$69,695	$54,029	$80,337	$23,741		$355,219	
Subtotal Taxes	$62,609	$1,210,917	$3,820,410	$32,049,008	$22,254,439	$10,565,113	$776,893	$745,315	$598,622	$1,016,409	$423,542	$0	$73,523,277	98.28%
Penalty & Interest	$35,037	$47,711	$23,970	$21,093	$30,931	$99,484	$102,498	$80,760	$63,253	$83,954	$45,385		$634,075	
Total Taxes & P&I	$97,645	$1,258,628	$3,844,380	$32,070,101	$22,285,370	$10,664,596	$879,391	$826,074	$661,875	$1,100,363	$468,927	$0	$74,157,352	99.13%
Attorney Fees	$18,740	$40,603	$19,699	$12,771	$22,513	$18,718	$20,894	$19,397	$18,459	$16,588	$36,275		$244,657	
Total Collections	$116,385	$1,299,231	$3,864,080	$32,082,872	$22,307,883	$10,683,314	$900,285	$845,471	$680,334	$1,116,952	$505,202	$0	$74,402,009	N/A

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	$346,665	$63,813,518	
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	97.88%	97.88%
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	$166,788	$1,169,927	
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	$513,453	$64,983,444	99.67%
Penalty & Interest	$45,743	$21,674	$29,695	$33,306	$21,003	$57,700	$105,272	$70,803	$56,352	$56,101	$47,512	$42,502	$587,663	
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	$555,955	$65,571,107	100.57%
Attorney Fees	$26,755	$18,926	$14,740	$22,947	$15,775	$12,989	$19,895	$20,509	$13,930	$16,899	$36,967	$38,277	$258,611	
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	$594,232	$65,829,718	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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: 2022-2023 District and Campus Improvement Plans

Agenda Item: Dr. Jeff Pack

Background Information
The 2022-2023 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 2022-2023 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

2022-2023



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Mission Statement

Dickinson ISD will equip and empower all learners with skills and experiences to acheive 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.

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 approximately 12,000 students on 17 campuses, 13 of which are Title I, Part A 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 as well as Transforming Lives Cooperative, and the Galveston County Detention Center, located in the Esmond Juvenile Center. The Coastal Alternative Program, located in Santa Fe, services students from surrounding cooperative member. The district provides well-rounded education for our students in prekindergarten through grade twelve through basic instructional programs, special education, gifted and talented, bilingual/ESL, college preparatory, STEAM academies in all middle schools and one junior high as well a number of Career and Technical Education (CTE) programs. The district is fully accredited by the Texas Education Agency (TEA).

District Demographics:

Data from: PEIMS Yearly Report					
Dickinson ISD	2021-22	2020-21	2019-20	2018-19	2017-18
Total Enrollment	11,933	11631	11655	11162	10935
Enrollment by Ethnicity:					
Am. Indian/Alaskan	46	43	41	36	32
Asian	231	224	229	228	215
Black/Af. American	1957	1955	1876	1809	1751
Hispanic/Latino	5977	5790	5863	5696	5553
White	3389	3302	3347	3121	3108
Hawaiian/Pacific Isl.	12	10	12	12	13
Two or more Races	321	307	285	263	247

Dickinson ISD	2021-22	2020-21	2019-20	2018-19	2017-18
Limited English Proficient	4057	3767	3779	3301	2861
Immigrant	156	174	228	184	177
Econ. Disadvantaged	7662	7811	7350	7204	6943
Homeless	139	59	135	87	1288
Gifted/Talented	771	749	644	604	544
Migrant	1	2	2	0	0

Dickinson ISD	2021-22	2020-21	2019-20	2018-19	2017-18
Special Education	1726	1628	1572	1317	1178
Career & Technology			2524	2421	2256
At-Risk	6325	6309	6775	6200	6431
Foster Care	22	40	53	47	

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	711	100.0%	360,220	100.0%
By Ethnicity:				
African American	149	21.0%	44,729	12.4%
Hispanic	332	46.7%	184,060	51.1%
White	194	27.3%	105,215	29.2%
American Indian	1	0.1%	1,226	0.3%
Asian	21	3.0%	17,126	4.8%
Pacific Islander	2	0.3%	557	0.2%
Two or More Races	12	1.7%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	8	1.1%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	188	26.4%	49,535	13.8%
Foundation H.S. Program (Endorsement)	28	3.9%	15,689	4.4%
Foundation H.S. Program (DLA)	487	68.5%	292,532	81.2%
Special Education Graduates	85	12.0%	29,018	8.1%
Economically Disadvantaged Graduates	406	57.1%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	28	3.9%	29,639	8.2%
At-Risk Graduates	424	59.6%	148,836	41.3%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	**97.7%**	98.1%	97.8%	97.4%	97.9%	98.9%	98.2%	97.5%	97.2%	97.5%	98.2%
2018-19	95.4%	95.5%	**95.2%**	95.7%	95.2%	94.7%	94.4%	97.4%	96.2%	94.7%	94.1%	94.9%	96.1%
Chronic Absenteeism													
2019-20	6.7%	6.4%	**6.8%**	5.0%	6.6%	8.2%	11.1%	2.9%	0.0%	9.2%	9.9%	7.6%	4.6%

2018-19	11.4%	11.1%	**12.0%**	10.6%	11.4%	13.8%	20.8%	3.3%	15.4%	16.4%	15.6%	13.1%	6.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.7%	**0.7%**	0.6%	0.5%	1.1%	*	0.0%	*	0.0%	0.0%	0.7%	2.1%
2018-19	0.4%	0.6%	**0.4%**	0.3%	0.2%	0.6%	0.0%	0.0%	*	2.3%	0.4%	0.3%	0.6%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	**0.9%**	1.1%	0.9%	1.0%	0.0%	0.0%	*	0.0%	1.6%	1.1%	0.8%
2018-19	1.9%	2.0%	**1.6%**	1.3%	1.4%	2.3%	10.5%	0.0%	0.0%	1.4%	2.7%	1.9%	1.1%

Every Student Succeeds Act (ESSA)

Dickinson ISD participates in the ESSA federal funding program. Each of our 13 campuses are classified as school-wide Title I, Part A campuses and receive funding to support and supplement instruction. The intent of the ESSA Title I program is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The DISD methodology for distributing funds is a simple district-wide per-student calculation that distributes state and local funds based on the number of students on each campus. The formula allows each campus to receive funds at the appropriate allocation for campus use.

As part of the ESSA program, funds are set aside to support the specific needs of students classified as homeless at the campus level. Funds are also used for parent and family engagement activities. The district and each campus have a Parent and Family Engagement Policy. The policies are distributed by the campuses and are posted on the DISD website.

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Additional ESSA Funds: The use of these additional funds is noted throughout the DISD District Improvement Plan

- Title II, Part A—Teacher and Principal Training and Recruiting Fund
- Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A—Student Support and Academic Enrichment Program

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 21-22 school year were as follows:

Galveston County JJAEP

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

Transforming Lives Cooperative Day Program:

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 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 2: 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.

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Student Learning

Student Learning Summary

In 2022, Dickinson ISD received an official TEA rating of B, with an overall score of 86.

Campus	Eco Dis	Domain 1 Student Achievement	Domain 2 Academic Growth	Domain 2 Relative Performance	Domain 3 Closing the Gap	Score	Letter
BCES	61.2	80	59	84	72	80	B
CRES	59.2	83	62	85	76	82	B
HRES	70.5	70	56	70	62	68	D
JSES	79.3	71	57	75	61	71	C
KLES	84.5	72	80	79	72	78	C
LLES	40.3	86	86	80	88	87	B
SLES	80.7	65	56	70	62	68	D
BMS	64.8	80	85	86	95	89	B
DMS	74.8	70	74	75	72	74	C
LMS	47.2	72	58	59	68	71	C
KJH	62.6	85	90	90	93	91	A
MJH	64	73	74	75	75	75	C
DHS	61.7	82	63	87	74	83	B
DCC	68.6	88	83	NR	NR	89	B
DISD	64.3	82	76	90	79	86	B

	Campus Distinctions
CRES	Post Secondary Readiness
KLES	ELA
BMS	ELA, Math, Comparative Academic Growth, Comparative Closing the Gaps
KJH	Math, Social Studies, Comparative Academic Growth, Post Secondary Readiness, Comparative Closing the Gaps
MJH	Social Studies

Campus	Identified Campuses	
KLES	Targeted support and improvement	Student Group: White
HRES	Targeted support and improvement	Student Group: White

Campus	Eco Dis	Domain 1 Student Achievement	Domain 2 Academic Growth	Domain 2 Relative Performance	Domain 3 Closing the Gap	Score	Letter
DMS	Targeted support and improvement	Student Group: White, AA, Hisp, EB					
LMS	Additional targeted support	Student Group: White					

Student Learning Strengths

2022 STAAR	May 2022 STAAR G 3 Math				May 2022 STAAR G 4 Math				May 2022 STAAR Spanish G 3 Math				May 2022 STAAR Spanish G		
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet
State	364906	70%	42%	21%	371071	69%	42%	23%	15512	56%	26%	10%	10373	45%	18%
Rgn IV	79999	70%	43%	22%	83778	69%	42%	24%	6595	60%	29%	12%	3562	50%	22%
DISD	783	73%	45%	21%	849	69%	34%	16%	59	58%	34%	5%	30	20%	0%

2022 STAAR	May 2022 STAAR G 3 Reading				May 2022 STAAR G 4 Reading				May 2022 STAAR Spanish G 3 Reading				May 2022 STAAR Spanish G 4		
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet
State	350640	77%	52%	31%	359828	73%	54%	29%	29738	55%	25%	14%	24855	49%	28%
Rgn IV	78096	77%	53%	32%	82777	78%	55%	30%	8518	57%	25%	14%	4535	49%	28%
DISD	742	77%	50%	28%	842	78%	52%	25%	98	49%	19%	9%	37	30%	11%

2022 STAAR	May 2022 STAAR G 5 Math				May 2022 STAAR G 6 Math			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	1608	75%	46%	23%	386880	72%	37%	15%
Rgn IV	86398	75%	46%	24%	88738	71%	39%	18%
DISD	817	72%	37%	15%	907	75%	37%	14%

2022 STAAR	May 2022 STAAR G 5 Reading				May 2022 STAAR G 6 Reading			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	369707	80%	57%	37%	39663	69%	41%	22%

2022 STAAR		May 2022 STAAR G 3 Math				May 2022 STAAR G 4 Math		
Rgn IV	86881	80%	58%	38%	90522	69%	42%	23%
DISD	820	74%	43%	23%	905	65%	33%	17%

2022 STAAR		May 2022 STAAR G 7 Math				May 2022 STAAR G 8 Math		
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	350610	59%	29%	12%	356895	70%	38%	13%
Rgn IV	85763	61%	32%	14%	77871	70%	39%	14%
DISD	656	50%	15%	2%	944	74%	40%	11%

2022 STAAR		May 2022 STAAR G 7 Reading				May 2022 STAAR G 8 Reading		
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	410582	78%	55%	37%	411299	82%	57%	37%
Rgn IV	94886	79%	55%	38%	94972	82%	58%	38%
DISD	917	77%	50%	31%	936	81%	48%	29%

2022 STAAR		May 2022 STAAR G 5 Science				May 2022 STAAR G 8 Science			May 2022 STAAR G 8 Social Studies			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	376484	66%	37%	17%	409418	73%	43%	22%	415003	59%	29%	17%
Rgn IV	87643	65%	37%	18%	93644	74%	46%	25%	94928	59%	31%	19%
DISD	820	67%	32%	14%	829	74%	38%	16%	936	66%	34%	19%

2022 STAAR		April 2022 STAAR English I EOC				April 2022 STAAR English II EOC			May 2022 STAAR Algebra I EOC			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	498847	63%	49%	11%	441102	71%	57%	9%	473517	74%	46%	30%
Rgn IV	114420	63%	49%	11%	101202	71%	58%	10%	109427	74%	49%	33%
DISD	1124	57%	39%	5%	997	65%	46%	4%	1068	76%	43%	24%

May 2022 STAAR Spanish G 3 Math

May 2022 STAAR Spanish G

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2022 STAAR	May 2022 STAAR G 3 Math	May 2022 STAAR G 4 Math	May 2022 STAAR Spanish G 3 Math	May 2022 STAAR Spanish G

2022 STAAR	May 2022 STAAR Biology EOC				May 2022 STAAR U.S. History EOC			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	446026	83%	58%	23%	380353	89%	71%	44%
Rgn IV	103252	82%	58%	25%	87580	89%	72%	47%
DISD	1041	84%	59%	24%	746	90%	71%	40%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Across all content areas student groups are not meeting Closing the Gaps Domain targets. **Root Cause:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

Problem Statement 2 (Prioritized): SSP 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 3 (Prioritized): SSP 11: Students with disabilities, ages 6-21, are placed in self-contained special education settings for more than 60% of their day. **Root Cause:** Campuses have different courses & times, expectations; there is a lack of consistency across the district, lack of buy-in to the Decision Making guide and understanding by campus staff (general education teachers, special education teachers and administrators) on inclusion mindset/ in-class support/ pull-out services.

Problem Statement 4 (Prioritized): The district is not always able to meet the requirements of SPP 11 **Root Cause:** Increased number of referrals combined with staff shortage

Problem Statement 5 (Prioritized): 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 SDI walk throughs that result in improvement of student learning and programming needs.

Problem Statement 6: No time provided for Fine Arts teachers to collaborate and grow professionally. **Root Cause:** DISD has not had a full-time focus on fine arts.

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 (DEIC), 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:

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

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District Transistion Plan

The 2022-2023 Academic Calendar included a transition day for students moving from elementary to middle school, from middle school to junior high and from junior high to high school. PK and kindergarten students also attended the transition day. The goal of this day was to facilitate effective transitions for students entering the next school level.

Dickinson High School also provides a summer bridge program for incoming freshman as well as support through local agencies and community colleges for post-secondary education.

Technology Summary

Dickinson ISD has utilized ESSR Funds as well as local funding to address student mobile device access in a systematic manner. As of August 2022, mobile devices and carts have been added to all DISD campuses totaling 12,101. Campuses are tasked with distributing the devices/carts in a manner that best meets DISD instructional outcome goals, including helping students prepare for state assessments that are now online. Network infrastructure upgrades have been completed using ERate funding, some equipment is still in transit due to nationwide delays. That equipment is now slated for a January 2023 delivery and installation.

Use of instructional technology tools by teachers and students has increased with the full rollout of a robust Learning Management System (LMS), the addition of the student mobile devices, summer training for all instructional staff and the rollout of classroom mobile device management software to assist with focused instructional time.

Network security continues to be a focus in order to best protect student and staff information/data. New software, ClearPass, has been installed to increase security of wireless traffic on the network. All members of DISD who use the district network for more than 85% of their role are required to take cybersecurity awareness training annually and tested periodically with safe phishing attempts.

District Processes & Programs Strengths

District Context and Organization Strengths

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

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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.

- Participation in the Texas Teacher Incentive Allotment (TIA)
- 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.

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 (Prioritized): 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 SDI 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 ATCP and the recruits are less prepared.

Problem Statement 4 (Prioritized): The district is not always able to meet the requirements of SPP 11 **Root Cause:** Increased number of referrals combined with staff shortage

Problem Statement 5 (Prioritized): SSP 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.

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 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 multiple campuses. The focus of instruction and culture is on college and career readiness for all students. 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. The InvestiGATOR program in partnership with UHCL provided enrichment services to 4th and 5th grade GT students. The STEAM Academy continues to expand.

Esmond Juvenile Justice Center Residential School-Galveston County 223

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 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 224 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.

Perceptions Strengths

District Culture and Climate

- 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 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 2022-2023, 5 of the 7 elementary campuses are

implementing AVID for Elementary.
- AVID Excel for 7th and 8th grade EL students is offerred at the 2 junior high campuses in the district.
- A strong CTE program to accommodate increased student interest and enrollment is provided.
- The STEAM Academy serves 800+ students in accelerated math and science curriculum, preparing them for HS Alg I and Bio I in grade 8.
- The InvestiGATORS program serves GT students in grade 4 with a partnership with UHCL, providing exploration and enrichment mini-courses in science, technology, art, and business.
- Participation in dual credit, dual enrollment, AP exams, PSAT and SAT exams has also increased each year
- DISD Robotics Program expanded to VEX IQ in grades 3-8, allowing more than 200 students to particpate across the district.
- This will be the inagural year of DISD UIL A+ Academic contests started in grades 2-8 with 6 events at each grade level.
- On-going training in Restorative Practices for every staff member is required. This training will also be offerred 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

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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistent parent engagement or lack of interest in parent engagement activities. **Root Cause:** Parents do not have time, are not familiar with school processes, have language barriers, and may not be comfortable in a school setting.

Problem Statement 2: 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.

Problem Statement 3 (Prioritized): SSP 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 4 (Prioritized): 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 SDI walk throughs that result in improvement of student learning and programming needs.

Priority Problem Statements

Problem Statement 6: Across all content areas student groups are not meeting Closing the Gaps Domain targets.

Root Cause 6: All instruction has not been delivered at the rigor level the state standards are written and assessed.

Problem Statement 6 Areas: Student Learning

Problem Statement 5: Instructional implementation, student engagement and support for students receiving special programming is not always aligned to standards or programming requirements.

Root Cause 5: We do not have a systematic process for SDI walk throughs that result in improvement of student learning and programming needs.

Problem Statement 5 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 1: Inconsistent parent engagement or lack of interest in parent engagement activities.

Root Cause 1: Parents do not have time, are not familiar with school processes, have language barriers, and may not be comfortable in a school setting.

Problem Statement 1 Areas: Perceptions

Problem Statement 3: SSP 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 3: There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.

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Problem Statement 3 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 4: SSP 11: Students with disabilities, ages 6-21, are placed in self-contained special education settings for more than 60% of their day.

Root Cause 4: Campuses have different courses & times, expectations; there is a lack of consistency across the district, lack of buy-in to the Decision Making guide and understanding by campus staff (general education teachers, special education teachers and administrators) on inclusion mindset/ in-class support/ pull-out services.

Problem Statement 4 Areas: Student Learning

Problem Statement 2: The district is not always able to meet the requirements of SPP 11

Root Cause 2: Increased number of referrals combined with staff shortage

Problem Statement 2 Areas: Student Learning - District Processes & Programs

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

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 Emergent Bilingual (EB) progress measure data
- 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

Student Data: Student Groups

- 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
- 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

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
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

228

Goals

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

Performance Objective 1: Maintain effective Professional Learning Communities on all campuses in all grade levels.

Evaluation Data Sources: Master Schedules, walk-throughs, agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Solution Tree resources and attend professional development **Strategy's Expected Result/Impact:** Improved instruction and student achievement **Staff Responsible for Monitoring:** Director of Curriculum Deputy Superintendent of Ed. Services **- Results Driven Accountability** **Funding Sources:** - 211-Title IA, - 255-Title IIA, - IDEA B				

 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 resources for teachers/staff that address differentiated, targeted instruction to build a strong foundation in all core content areas

High Priority

Evaluation Data Sources: Common assessments, benchmarks, interim testing, teacher assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Fundations, Heggerty, Fountas and Pinnell, etc. **Strategy's Expected Result/Impact:** Improve reading instruction and student achievement in reading **Staff Responsible for Monitoring:** Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators **- Results Driven Accountability**				

Strategy 2 Details	Reviews			230
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math: Students are building foundational fluency skills through Building Fact Fluency Campuses will be provided additional support by Region 4 Consultants Training all Teachers in upcoming instruction through targeted Curriculum Previews. **Strategy's Expected Result/Impact:** Improved Tier I instruction, improved students achievement in math **Staff Responsible for Monitoring:** Director of Curriculum Math Curriculum Specialists **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: RLA/Social Studies: Differentiated texts/tasks in small group instruction. **Strategy's Expected Result/Impact:** Improved classroom Tier I instruction, improved student achievement **Staff Responsible for Monitoring:** Director of Curriculum ELAR/Social Studies Curriculum Specialists **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Instructional Coaching consultant Alissa Crabtree will provide ongoing training for instructional coaches to enhance skills in facilitating collaboration among teacher teams in creation of high quality first time instruction, Tier 2 intervention, assessment and feedback for all students. **Strategy's Expected Result/Impact:** Improved classroom instruction, increase in student achievement **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists **Funding Sources:** - 255-Title IIA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Science: A consultant, such as Region IV, will help build out teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Develop a deeper understanding of "Depth of Knowledge" in instruction, intervention, and assessment through a Region 4 training. Curriculum Previews: Providing opportunities for new and returning teachers to meet and collaborate quarterly to clarify learning targets, discuss high quality Tier 1 and Tier 2 instruction, and develop appropriately aligned common assessments and intended feedback. **Strategy's Expected Result/Impact:** Improved classroom Tier I instruction, improved student achievement **Staff Responsible for Monitoring:** Director of Curriculum Science Curriculum Specialists **Funding Sources:** - 255-Title IIA, - Local Funding				231

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Special Programs: Campus Compliance Facilitators will 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 **Results Driven Accountability** **Funding Sources:** - Local Funding, - IDEA B				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Special Programs: Conduct FIIEs 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:** Meet Initial FIE timelines **Staff Responsible for Monitoring:** Executive Director of Special Programs Coordinator of Evaluation and Related Services **Results Driven Accountability** **Funding Sources:** - IDEA B, - Local Funding				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, 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 **Results Driven Accountability** **Funding Sources:** - IDEA B, - Local Funding				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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 9 and 11 (LRE) data **Staff Responsible for Monitoring:** Executive Director of Special Programs Coordinator of Special Programs Instruction Coordinator of Special Programs Compliance Campus principals / Assistant principals **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 2, 3 - District Processes & Programs 5 - Perceptions 3 **Funding Sources:** - IDEA B, - Local Funding				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: 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:** - IDEA B, - Local Funding, - 255-Title IIA				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: SSP 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 3: SSP 11: Students with disabilities, ages 6-21, are placed in self-contained special education settings for more than 60% of their day. **Root Cause**: Campuses have different courses & times, expectations; there is a lack of consistency across the district, lack of buy-in to the Decision Making guide and understanding by campus staff (general education teachers, special education teachers and administrators) on inclusion mindset/ in-class support/ pull-out services.
District Processes & Programs
Problem Statement 5: SSP 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.
Perceptions
Problem Statement 3: SSP 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.

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

Performance Objective 3: Develop and implement well-rounded programs of instruction to meet the unique needs of all students

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment **Staff Responsible for Monitoring:** Director of Advanced Academics **Funding Sources:** - 287-Title IV, - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improving classroom instruction in the fine arts programs through collaborative curriculum review sessions and professional development. **Staff Responsible for Monitoring:** Director of Fine Arts **Funding Sources:** - 287-Title IV, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for career ready certifications and work-based learning opportunities. **Strategy's Expected Result/Impact:** Increase in career readiness for students and an increase in the number of certifications earned by students **Staff Responsible for Monitoring:** Director of Career and Technology Education **Funding Sources:** - Perkins, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Math Use programs such as ST Math and Desmos to build conceptual understanding of abstract mathematical concepts. Provide a consultant who will build the capacity of instructional coaches to improve instructional practices. **Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide ongoing cross-curricular training through Texas A&M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in the 5-8th science classroom. **Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ. **Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists **Funding Sources:** - 255-Title IIA, - 282-ESSER III, - Local Funding				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Implement programs providing opportunities to achieve academic growth for students at risk for academic failure and those with limited English

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide student resources for dual language classrooms: Imagine Learning, Rosetta Stone, Summit K-12 **Strategy's Expected Result/Impact:** Improved **Staff Responsible for Monitoring:** Director of ESL/Bilingual and At-Risk **Funding Sources:** - Local Funding, - 263-Title IIIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support. **Strategy's Expected Result/Impact:** Improved student achievement **Staff Responsible for Monitoring:** Director of ESL/Bilingual and At-Risk Director of Advanced Academics **Funding Sources:** - 263-Title IIIA, - 199-SCE				236

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer New Comer classes, ESL classroom support, and AVID Excel strategies and support **Staff Responsible for Monitoring:** Director of ESL/Bilingual and At-Risk **Results Driven Accountability** **Funding Sources:** - 199-SCE, - Local Funding - Bilingual Allotment, - 263-Title IIIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus leadership and teachers will be trained to analyze data to measure and monitor student growth: our priority is to maintain students who scored Masters in 2022 and make sure they score Masters in 2023. Provide extra instructional support (ESSER tutors) need an intentional differentiated plan/ training. STEAM curricular support to maintain masters and raise on level students. **Strategy's Expected Result/Impact:** Increased student growth district-wide **Staff Responsible for Monitoring:** Director of Curriculum Director of Assessment Campus Principals **Funding Sources:** - 282-ESSER III				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Train stakeholders (principals, instructional coaches, teacher teams) on the implementation of Solution Tree "RTI at Work" to provide intentional and high quality Tier 2 interventions for students throughout the 22-23 school year. **Strategy's Expected Result/Impact:** Improved intentional interventions for students in the RtI process and improved student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Educational Services **Funding Sources:** - 282-ESSER III				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amira/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44 **Strategy's Expected Result/Impact:** Improved student growth in reading **Funding Sources:** - 263-Title IIIA, - 211-Title IA				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Implement various safety measures throughout the district

High Priority

Evaluation Data Sources: Surveys, safety and discipline documentation

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Hire security officers throughout the district **Strategy's Expected Result/Impact:** Safe school environment **Staff Responsible for Monitoring:** Assistant Superintendent for Administration **Funding Sources:** - 287-Title IV, - Local Funding	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide a safe way for students to report unsafe situations **Strategy's Expected Result/Impact:** Safe school environment **Staff Responsible for Monitoring:** Assistant Superintendent for Administration **Funding Sources:** - 287-Title IV	Nov	Jan	Mar	June
				238

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc.. **Strategy's Expected Result/Impact:** Improve school safety, **Staff Responsible for Monitoring:** Assistant Superintendent for Administration Campus Principals	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: Ensure students' emotional safety through the development of positive relationships and school culture/climate

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide students the opportunity to outside agency supports (e.g., Communities in Schools, Family Service Center). **Strategy's Expected Result/Impact:** Decrease student drop out, increase emotional stability **Staff Responsible for Monitoring:** Social Emotional Learning Specialist **Funding Sources:** - 282-ESSER III				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide teacher training and student lessons through programs such as Restorative Practices, Second Steps, Character Strong **Strategy's Expected Result/Impact:** Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety **Staff Responsible for Monitoring:** Social Emotional Learning Specialist **Funding Sources:** - 282-ESSER III, - 255-Title IIA				239

 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Special Programs: Provide Anti-victimization/ Child Abuse Prevention training and curriculum. **Staff Responsible for Monitoring:** Social/Emotional Learning Specialist **Funding Sources:** - Outside Agency				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Special Programs: Provide Substance Abuse Prevention Program (BACODA) **Staff Responsible for Monitoring:** Social/Emotional Learning Specialist **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Special Programs: Implement Human/Sex Trafficking Prevention Program - Training for staff - Curriculum for students **Staff Responsible for Monitoring:** Social/Emotional Learning Specialist **Funding Sources:** - No Funding Required				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Special Programs: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk. **Staff Responsible for Monitoring:** Social/Emotional Learning Specialist **Funding Sources:** - 282-ESSER III				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 5: Provide extra support for students identified as homeless

Evaluation Data Sources: Registration forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide needed school supplies, clothing and snacks **Strategy's Expected Result/Impact:** Improved social, emotional and academic performance **Staff Responsible for Monitoring:** Director of Federal and State Programs **Funding Sources:** - 211-Title IA				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Improve communication between school and home

Evaluation Data Sources: Parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure parent communication is translated to Spanish **Strategy's Expected Result/Impact:** Improve parent communication **Staff Responsible for Monitoring:** Director of Federal Programs **Funding Sources:** Translation Services - 211-Title IA				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Expand partnerships with area colleges and universities

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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 **Funding Sources:** - Local Funding, - 263-Title IIIA, - 211-Title IA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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 **Funding Sources:** - 263-Title IIIA, - Local Funding				244

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results **Strategy's Expected Result/Impact:** Improve parent and family engagement to support learning **Staff Responsible for Monitoring:** Director of Federal Programs **Funding Sources:** - 211-Title IA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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 **Funding Sources:** - 199-SCE, - Local Funding, - 211-Title IA				245

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements. **Strategy's Expected Result/Impact:** Foster parent and school partnerships and improve parent and family engagement. **Staff Responsible for Monitoring:** Director of Federal and State Programs Principal Parent and Family Engagement Coordinator **Funding Sources:** Extra Duty Pay - 211-Title IA				

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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				246

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities, including travel to relevant conferences, across all departments and content areas utilizing various resources and consultants such as: Lead4Ward, Solution Tree, Noel Gray, Kelly Tumi, Region IV ESC, Restorative Practices, Seidlitz, AVID **Strategy's Expected Result/Impact:** Improved teacher instruction and retention resulting higher student academic achievement **Staff Responsible for Monitoring:** Director of Teacher Development & Professional Learning Director of ESL/Bilingual and At-Risk Director of Curriculum and Instruction **Funding Sources:** - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - IDEA B, - 255-Title IIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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 through Leadership Partners, N2Learning Principal Academy, Lead4Ward **Strategy's Expected Result/Impact:** Increase the number of effective principals and other school leaders **Staff Responsible for Monitoring:** Director of Teacher Development & Professional Learning **Funding Sources:** - 255-Title IIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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, Decision Making Guide), 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 **Results Driven Accountability** **Problem Statements:** Student Learning 3 **Funding Sources:** - Special Programs, - IDEA B				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Special Programs: Provide professional development (e.g. 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 Coordinator of Instruction/Curriculum Special Programs Coordinator of Evaluation and Related Services **Funding Sources:** - Local Funding, - IDEA B				248

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 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 **Results Driven Accountability** **Funding Sources:** - Local Funding, - IDEA B				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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 **Results Driven Accountability** **Funding Sources:** - IDEA B, - Local Funding				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 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				

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0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: SSP 11: Students with disabilities, ages 6-21, are placed in self-contained special education settings for more than 60% of their day. **Root Cause**: Campuses have different courses & times, expectations; there is a lack of consistency across the district, lack of buy-in to the Decision Making guide and understanding by campus staff (general education teachers, special education teachers and administrators) on inclusion mindset/ in-class support/ pull-out services.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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: District and campus needs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase network bandwidth as well as NOC to campus connectivity to provide for increased digital learning using ESSER funds **Strategy's Expected Result/Impact:** Faster connectivity, ability to do district wide online assessments **Staff Responsible for Monitoring:** Executive Director of Technology **- Equity Plan** **Funding Sources:** - 282-ESSER III				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide district-wide software for single sign-on such as Class Link **Strategy's Expected Result/Impact:** Increased productivity for students **Staff Responsible for Monitoring:** Executive Director of Technology **Funding Sources:** Local Funds - 287-Title IV				251

No Progress | Accomplished | Continue/Modify | Discontinue

Dickinson Independent School District

Bay Colony Elementary School

2022-2023 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, 45% Hispanic, 4% multi-racial, and 3% Asian. The gender distribution is approximately 50% female and 50% male. We have approximately 61% 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. 4% of our staff are male and 96% 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 95.0%.

There was a total of 26 disciplinary referrals during the 2021-2022 school year.

Bay Colony serves 192 English Language Learners, 47 students are served through Gifted and Talented, 44 are identified for 504 services, many due to food allergies, and 167 students are served through Special Education Services.

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. Restrictions are lifting now and we welcome our families back..
- The Bay Colony PTA encourages family involvement through special events throughout the year.
- Teachers have been able to adapt to a new teaching platform (Schoology).
- All staff members have adapted and have been able to meet through the Zoom platform when face to face meetings are not optimal.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Covid 19 pandemic altered the way we instructed and interacted with students for a time period. Students with the fewest resources at home struggled the most upon return to traditional school.

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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
4th Grade Math	75.63% Approaches	54.62% Meets	32.77% Masters
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 in lower elementary grades. We are purchasing new programs to help with early phonics and literacy.

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 parents and visitors to visit for programs, events, and as allowed for limited lunches. We have had to modify our campus culture and not allow visitors due to the pandemic but we are now welcoming parents back in safely. 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. We have also incorporated restorative practices into our schedule daily. When there is conflict the administrators, counselor, or teachers conduct Red Circle, or restorative conversations. These practices work to facilitate better relationships and focus on learning and growing rather than being punitive.

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 shifted due to the Covid 19 pandemic. We are now transitioning back to 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 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.

Three 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.

Restorative Practices has been instituted at Bay Colony. We are seeing positive results. Teachers report that students are enjoying the components of the program. Teachers are awarded "The Restorative Rockstar" Award as they are "Caught" doing great lessons and making a difference with students through Restorative Practices.

Bay Colony teams have been skillful as they have learned how to effectively implement 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. We will continue this practice and teach our new teachers how to implement.

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 activitites 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 PTO 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 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.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The campus was closed to visitors and we have not had in person parental involvement in person due to Covid. We did begin to bring parents back into the school toward the end of the year. We will grow our strong collaborative culture again with parents as we open up schools again with some limitations.

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.
- All teachers and coaches work through the PLC model at school.
- 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 bulid 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 Interim and online 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.
- 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.
- 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. The campus is now at a ratio of 1:1 for students and devices.
- 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 continue to use MAP testing and mClass 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 through technology.

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Curriculum, Instruction, and Assessment Strengths

Strengths at Bay Colony are:

- Scores on the last math STAAR Test in third and fourth grade increased.
- Bay Colony met or exceeded state scores.
- Shared vision and goal of student success
- Conference periods are 60 minutes in length for increased collaboration.

- Power team collaboration time in our PLC model to study student data and plan instruction
- Teacher collaboration - PLC
- 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.
- Texas A&M reading and writing strategies have helped teachers help achieve students at higher levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers in lower grade levels struggled to get student reading levels to grade level following the pandemic years.

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Parent and Community Engagement

Parent and Community Engagement Summary

The way that we engage with our parents and community will continue to evlove 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.263
- 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. Tradtional 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 are now opening up the campus and are looking for more engagement activities for families.

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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 Specialst 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 scheduled 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. We are now able to create a more closely collaborative culture with the relaxation of Covid restrictions.

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. Our ratio is now 1:1 for devices and students. 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): Teachers are learning to use and adjusted online platform for instruction. We moved from Google to Schoology and there is a teacher learning curve that will continue this year.

Priority Problem Statements

Problem Statement 2: The Covid 19 pandemic altered the way we instructed and interacted with students for a time period. Students with the fewest resources at home struggled the most upon return to traditional school.

Root Cause 2:

Problem Statement 2 Areas: Demographics

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 in lower elementary grades. We are purchasing new programs to help with early phonics and literacy.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement

Problem Statement 8: The campus was closed to visitors and we have not had in person parental involvement in person due to Covid. We did begin to bring parents back into the school toward the end of the year. We will grow our strong collaborative culture again with parents as we open up schools again with some limitations.

Root Cause 8:

Problem Statement 8 Areas: School Culture and Climate

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

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Root Cause 7:

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

Problem Statement 6: Teachers in lower grade levels struggled to get student reading levels to grade level following the pandemic years.

Root Cause 6:

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: We are unable to have parents and visitors on the campus in great numbers now due to Covid 19. We are now opening up the campus and are looking for more engagement activities for families.

Root Cause 5:

Problem Statement 5 Areas: Parent and Community Engagement

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. We are now able to create a more closely collaborative culture with the relaxation of Covid restrictions.

Root Cause 4:

Problem Statement 4 Areas: School Context and Organization

Problem Statement 3: Teachers are learning to use and adjusted online platform for instruction. We moved from Google to Schoology and there is a teacher learning curve that will continue this year.

Root Cause 3:

Problem Statement 3 Areas: Technology

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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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) 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
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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 rates of progress for each student group
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

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

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Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Additional Targeted Support Strategy** **Funding Sources:** - Special Programs, - Local Funding				271

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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**				

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Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				273

No Progress Accomplished Continue/Modify Discontinue

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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**				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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**				275

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				276

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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. We will foster and encourage career and college readiness skills.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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. We will support AVID based strategies. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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.				

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. We will foster and encourage career and college readiness skills.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				279

 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress


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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in daily attendance rates. **Staff Responsible for Monitoring:** Teachers, Academic Coaches, Administrators **Funding Sources:** - Local Funding				

 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 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.

284

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				286

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				287

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 though parent surveys. **Staff Responsible for Monitoring:** Teachers				

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				288

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				289

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: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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State Compensatory

Budget for Bay Colony Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.07
Brief Description of SCE Services and/or Programs

Personnel for Bay Colony Elementary School

Name	Position	FTE
Allen, J	Social Worker	0.07
McMahon, K	Instructional Support	1
Mosis, K.	Instructional Support Paraprofessional	1

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Title I Personnel

Name	Position	Program	FTE
Jessica Anderson	Instructional Support Paraprofessional	DIP Problem 1; Goal 1; Strategy 14	1.0
Susan Froebel	Instructional Support Paraprofessional	DIP Problem 1; Goal 1; Strategy 14	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

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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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*							
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					
	Actions					**Responsible**	**Evidence**
	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
	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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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		299
	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 **Campus: Bay Colony Elementary** **Date: 2020-2021**

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

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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	300	
	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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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	301	
	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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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	302	
	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	303
	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	304	
	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 *Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.*								
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						
	Actions					**Responsible**	**Evidence**	
	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		
	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 *Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.*								
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	306	
	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		
	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

2022-2023 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 2022-2023

BASED ON 2021-2022 DATA

Committees met between May 1st and May 15th. End of year reading levels, and math scores from MAP and from M-Class as well as STAAR, TELPAS, and STAAR-ALT scores were used for the needs assessment. Campus survey was sent out and parent survey was sent out. All information and results were used to analyze the data and create the needs assessment for 2022-2023.

Our main areas of focus for the 2022-2023 will be:

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1. Literacy in students with disabilities
2. Tier 3 and Special education supports (inclusion training)
3. Bilingualism, Biliteracy, and Biculturalism through a dual language program
4. Cross curricular reading through the content of Social Studies and Science
5. Building new teachers and new teams through common supports and embedded professional development*4th grade, 1st grade, and new Inclusion and Coaching Team*
6. Parent Engagement (Study skills and academic engagement) Counselor

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 2022-2023 School Year

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. For the 2021-2022 school year our enrollment increased by over 80 students. Due to enrollment, we are adding two FTE positions.

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Campus Programs

English Language Learners: Calder Road Elementary serves ELL students through ESL inclusion, Late Exit, and dual language one way programs. Students entering the 3rd grade began the dual language one way program in Kindergarten. Every teacher at Calder Road Elementary is certified to teach students who are classified as English Language Learners, and all teachers at CRES have been trained in Seidlitz strategies including the 7 Steps to a Language Rich classroom environment. Additionally, each grade level has one teacher designated to instruct our students in the dual language program. We also have two bilingual paraprofessionals who provide support in all grade levels. At Calder Road Elementary, the Assistant Principal, along with classroom teachers monitor the progress of our English learners along with the inclusion support teacher. Our ELL students participate in TELPAS, the state adopted language proficiency assessment. CRES now has a bilingual interventionist who will work with students classified as ELL with a disability.

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 "WIN" (What I need) 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. The district has also added a GT support teacher who will provide additional support for students.

504 Program

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

Special programs services at Calder Road Elementary are SAILS,ECSE, and TIDES, as well as mainstream 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.

OVERALL NEEDS

Based on the data reviewed, CRES shows immediate needs in the following areas:

- Special Education Math and REading support for inclusion support
- Training for inclusion which includes all paraprofessionals
- A scripted program (LLI/Reading Readiness) for students with inclusion support
- High supports for new teachers and coaches to Calder Road Elementary

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.

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ELL STAAR math scores in the 4th grade showed a deep drop in all areas. **Root Cause:** New to Calder teachers and inclusion support teacher did not implement strategies such as preview/review, explicit vocabulary building, and explicit practice on test items. STAAR interim data and district common assessments did not show the drops that would occur.

Student Achievement

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR scores for students with disabilities have decreased in all areas. **Root Cause:** Inclusion teachers and special education teachers need direct explicit teaching. WIN time needs to be targeted for students with an IEP.

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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.

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 it to maintain our teachers. We will focus our teacher retention plan to providing relevan Professional Development that individual teachers have requested based on thier 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

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

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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 growm 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 colaborate with other GT teachers in the district.

Calder RoadElementary'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 insruction and instructional playlist (LEAD4WARD) are embedded into lessons.

Teams use data on an ongoing basis to plan prime time (daily intervention) and specific resouces 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 Vocabulay is taught through the engaging lesson through the LEAD4 WARD 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.

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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 is 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

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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

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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 Sesher 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 Forword), 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 Forword, 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 Forword & 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.

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

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- One more chart of chrome books per grade level to support full implemetation 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 utlilzed 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 engagment amongst academic coaches and supprot persoonel.

Problem Statements Identifying Technology Needs

Problem Statement 1: 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

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Priority Problem Statements

Problem Statement 2: ELL STAAR math scores in the 4th grade showed a deep drop in all areas.

Root Cause 2: New to Calder teachers and inclusion support teacher did not implement strategies such as preview/review, explicit vocabulary building, and explicit practice on test items. STAAR interim data and district common assessments did not show the drops that would occur.

Problem Statement 2 Areas: Demographics

Problem Statement 1: Data at the "Masters Grade level" has remained stagnant over the past 3 years.

Root Cause 1: Teachers need more differentiation at the higher level of student performance.Students need more enrichment opportunities in the classroom and school setting.

Problem Statement 1 Areas: 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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

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Student Data: Student Groups

- 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 rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

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
- Action research results
- Other additional data

Goals

Goal 1: CRES provide effective teaching and learning that will results in student mastery for successful college, career, and military readiness for all students and will ensure that all students grow academically.

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 STAAR, Math STAAR, and in reading levels. CRES Domain 1 will increase to 90 or above in the 2022-2023 school year. Students at the MASTERY LEVEL will be at 30% in all areas.

Evaluation Data Sources: STAAR and Independent Reading levels.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will use the following to teach and plan Lead4ward resources and high yield strategis SEidletz **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 **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				332

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 90. Students at the masters level will be at least at 30% in all areas. **Staff Responsible for Monitoring:** Administrators **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - IDEA B, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **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 90. **Staff Responsible for Monitoring:** Teachers Academic Coaches Administrators **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 199-SCE, - 263-Title IIIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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 90. At least 30% of Calder Students will master grade level in all areas of the STAAR test. **Staff Responsible for Monitoring:** Campus Administrators Academic Coaches **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Strengthen the dual language program as it moves into the 3rd grade. 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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies, training - 263-Title IIIA, Bilingual Allotment Funding - State Funds				334

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will weekly lessons through character strong on 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				336

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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 2: Training for administrators to stay in tune with the newest research and strategies. Trainings include TEPSA and out of state trainings that directly impact leadership.

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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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				342

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Calder Road Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3.37
Brief Description of SCE Services and/or Programs

Personnel for Calder Road Elementary School

Name	Position	FTE
Allen, J	Social Worker	0.07
Allen, R.	Instructional Support Paraprofessional	1
Gibb, R.	Instructional Support	0.3
Gomez, K	Instructional Support Paraprofessional	1
Heard, J	Instructional Support	1

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Title I Personnel

Name	Position	Program	FTE
Desiree Rodriquez	Parent and Family Engagement Coordinator	DIP Problem 1, Goal 3; Strategy 6	Extra Duty
Terry Ausmus	Instructional Interventionist	DIP Problem 1; Goal 1; Strategy 14	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	Travel		$0.00
1	1	7			$0.00
2	1	4			$0.00
4	1	2			$0.00
4	1	3	Travel		$0.00
4	1	5	Contracted Service Providers		$0.00
				Sub-Total	$0.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Travel		$0.00
1	1	7			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3	Travel		$0.00
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	Travel		$0.00
2	1	1			$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$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	6	Bilingual Allotment Funding		$0.00
				Sub-Total	$0.00

263-Title IIIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4	Travel (EL)		$0.00
1	1	6	Supplies, training		$0.00
1	1	7			$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

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Dickinson Independent School District

Hughes Road Elementary School

2022-2023 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 750 students in grades PK to 4.

Our student population is made up of 41 % Hispanic, 31% White, 23% African American, 1% Asian and 4% Two or more. 70% of our students are Free/Reduced lunch and 36% of our population is At-risk. Our staff is composed of 64% White, 19% African American, and 17% Hispanic.

Our average daily attendance rate is 93%.

Hughes Road Elementary services 54 English Language Learner students, 57 students in the Gifted and Talented program, 22 students identified for 504 services, and 108 students are currently served through special education services.

Demographics Strengths

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* HRES serves a diverse population and staff is diversified

* 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 - a yearly average of 93%. **Root Cause:** Many families are struggling, and parents cannot get their children to school every day.

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.

- SEE ATTACHED ADDENDUMS

MAP EOY SUMMARY REPORT

Math MClass BOY/EOY Correlation (K-3)

Reading MClass BOY/EOY (K-3)

STAAR 2022

2022 TELPAS Score Summary

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Student Achievement Strengths

Our strengths are:

- 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
- 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
- Weekly Collaborative Team Time for all grade levels - 90 minutes

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.

School safety is a priority on the campus. Students and staff participate in safety drills to ensure adequate preparation in case of an emergency. HRES teachers and counselor provide 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 attendence 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 team members doing whatever it takes to improve student performance.

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School Culture and Climate Strengths

- Students & Staff feel safe
- Extracurricular activities available for students - art club, robotics, Makerspace
- 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
- 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 onging campus staff development.

Campus administrators and three teachers will attend AVID Summer Institute 2021-2022. Campus administration and twenty teachers will particpate in the Global PD offered by Solution Tree. 354

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...)

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus will meet state and federal accountability standards for 2022-2023 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 the 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, to guide instruction.

AVID schoolwide systems will be implemented to 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 groups of students and for 2022-2023 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/MClass testing three times a year
- CTT's
- On-going training provided to teachers regarding Balanced Literacy framework, curriculum knowledge and small group instruction in math
- Continue with targeted intervention
- Instructional Coaches provide coaching to teachers in order to improve tiered 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: As a campus, departments need to participate in vertical alignment opportunities on a consistent basis.

Problem Statement 2 (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 3: Tiered Interventions are not effective.

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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

School Context and Organization

School Context and Organization Summary

Hughes Road Elem is a PK - 4 campus. We offer SAILS and ECSE. PK-1st are self-contained. Grades 2-4 are semi-departmentalized, students have one teacher for math & science and another for language arts & social studies. 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 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.

School Context and Organization Strengths 359

- 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
- Utilization of pre-planning documents
- Implementation of instructional strategies from the lead4ward playlist

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 2-4th grade students are ready to learn and MCLASS for grades K-1. 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 2021-2022
- Campus wide instructional technology: Prodigy, IXL, HMH. For assessment purposes students use MAP and MAP Fluency. Students attend technology class weekly.

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Priority Problem Statements

Problem Statement 1: Student attendance rates are low - a yearly average of 93%.
Root Cause 1: Many families are struggling, and parents cannot get their children to school every day.
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 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

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

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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

Goals

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

Performance Objective 1: All students will show at least one year's growth in Reading, Math, and Writing and improve their performance on the standards set for Reading and Math STAAR.

Evaluation Data Sources: Improved STAAR results, TELPAS, CBA's, MAP, MClass, IEP progress monitoring, Reading Levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **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				362

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Academic Coaches will support in planning and professional development, and Interventionists will assist in providing research-based interventions for all students. **Strategy's Expected Result/Impact:** In small group instruction and classroom environment, all students will make one year of growth as indicated on MAP, MClass, Reading level, and STAAR. **Staff Responsible for Monitoring:** Academic Coach, Instructional Interventionists, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
Strategy 3: 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 4 Details	Reviews			
Strategy 4: 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 **TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 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 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, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Teachers will review TELPAS proficiency levels in Reading, Listening, and Speaking from the previous year and monitor progress throughout the year to target growth. **Strategy's Expected Result/Impact:** Evidence of student growth on common assessments, CBA's, TELPAS, STAAR, and all students will make one-year growth in their reading level. **Staff Responsible for Monitoring:** Teachers, Administrators, and Academic Coaches **TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Increase in STAAR scores **Staff Responsible for Monitoring:** Administrators				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: All students will receive small group instruction for Reading and Math. Those students who performed below standard on STAAR will receive additional accelerated instruction by HB 4545. **Strategy's Expected Result/Impact:** All students will make one year of growth as indicated by Reading level, MClass/Map, and will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Teachers, Academic coaches, Interventionists, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: All students will improve their meets/exceeds performance on the standards set for Math STAAR.

High Priority

Evaluation Data Sources: Improved STAAR results, CBA's, MAP, IEP progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Academic coach will model and support teachers as needed with the implementation of math TEKS.	Formative			Summative
Strategy's Expected Result/Impact: Classroom environment, student progress **Staff Responsible for Monitoring:** Academic Coach, Principal, Assistant Principal	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teacher and student creation of data sheets so students can track their progress and set goals. Campus will focus on having academic celebrations and recognition for progress.	Formative			Summative
Strategy's Expected Result/Impact: Student articulation of their progress **Staff Responsible for Monitoring:** Academic Coach	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources	Formative			Summative
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:** Administrator's & Academic Coach	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Using formative assessments of learning, grade level teams 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	Formative			Summative
Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, MAP, STAAR **Staff Responsible for Monitoring:** Principals & Academic Coaches	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: GT Enrichment will be provided to identified students during the school day.	Formative			Summative
Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, STAAR	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals & Academic Coaches				

Strategy 6 Details	Reviews			
Strategy 6: Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen student's problem solving skills	Formative			Summative
Strategy's Expected Result/Impact: Lesson plans, classroom observations	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Academic Coach				

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.	Formative			Summative
Strategy's Expected Result/Impact: Lesson plans, classroom observations, PLC's	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Academic Coach & Principals				

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.	Formative			Summative
Strategy's Expected Result/Impact: Increased STAAR scores	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: 100% of ELL students will show one year or more growth in English language acquisition and meet minimum STAAR standards.

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.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, LPAC, ESL teachers				

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.	Formative			Summative
	Nov	Jan	Mar	June
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				367

Strategy 3 Details	Reviews			
Strategy 3: Evidence of ELPS implementation will be in lesson plans, in class room, and observed during instruction daily.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Academic Coaches, Principal, Assistant Principal				

Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing professional development for teachers of ELL students	Formative			Summative
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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst.				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will post language objectives on the board and incorporate them in their lessons	Formative			Summative
Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Academic Coaches, Principal, Assistant Principal				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in STAAR scores TELPAS				
Staff Responsible for Monitoring: Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: 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 and reading.

Evaluation Data Sources: MAP, CBAs, Classroom Observations, STAAR results, PSBM results, State and Federal System Safeguards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Increase student attendance from 93% 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	Formative			Summative
Strategy's Expected Result/Impact: Reduction in discipline referrals, increase in student attendance **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use of school wide discipline plan to provide a positive, safe learning environment.	Formative			Summative
Strategy's Expected Result/Impact: Decrease office referrals **Staff Responsible for Monitoring:** Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian	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.	Formative			Summative
Strategy's Expected Result/Impact: Documented services and materials supplied to students, increase in student attendance **Staff Responsible for Monitoring:** Counselor, District Social Worker	Nov	Jan	Mar	June

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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.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Administrators, Campus Secretary	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.	Formative			Summative
Strategy's Expected Result/Impact: Decrease office referral	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: HRES 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.

High Priority

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.	Formative			Summative
Strategy's Expected Result/Impact: Social media correspondence and newsletters **Staff Responsible for Monitoring:** Administrators & Classroom Teachers	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.	Formative			Summative
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	Nov	Jan	Mar	June
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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.	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
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.	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Parents will be invited to school functions such as Open House, Parent Orientation/Title 1 meetings, Grade level performances, book fairs, field day	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parent survey, sign in sheets **Staff Responsible for Monitoring:** Academic coaches, Administrators, classroom teachers, counselor, librarian				

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Staff and campus web pages will be kept current and used to communicate with parents and the community.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Web pages **Staff Responsible for Monitoring:** Principal, Secretary & Staff				

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Opportunity for parents to attend & participate in conferences, ARD's, LPAC's, 504's, RTI's as needed.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Sign-in sheets **Staff Responsible for Monitoring:** Administrators, RTI Facilitator, Teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
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.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in Parent Engagement **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: HRES 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 and feedback while maintaining a focus on hiring qualified personnel.

Evaluation Data Sources: Staff retention rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Any new teacher will participate in the New Teacher Academy provided by the district with support from a Mentor Teacher on the campus. **Strategy's Expected Result/Impact:** Decrease in turnover rate and improved Tier 1 instruction **Staff Responsible for Monitoring:** Dir. of Prof Development, Mentor Teachers, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** TTESS, walk-throughs and scheduled appraisals - increase in retention of new teachers **Staff Responsible for Monitoring:** Administrators, teacher mentors. Academic Coaches **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: During and/or after school professional development **Strategy's Expected Result/Impact:** Documented meetings, training, and classroom observations to increase the number of highly qualified staff members. **Staff Responsible for Monitoring:** Administrators, Coaches **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - highly qualified **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The principal will encourage all certified teachers to apply for ESL certification so that all teachers are trained to meet the needs of all learners. **Strategy's Expected Result/Impact:** Increased number of teachers with ESL certification **Staff Responsible for Monitoring:** Principal , Teacher, Human Resources				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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

 No Progress  Accomplished  Continue/Modify  Discontinue

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State Compensatory

Budget for Hughes Road Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4.27
Brief Description of SCE Services and/or Programs

Personnel for Hughes Road Elementary School

Name	Position	FTE
Allen, J	Social Worker	0.07
Fuentes, M	Instructional Support Paraprofessional	1
Higgins, A.	Instructional Support	0.3
Jackson, L.	Instructional Support Paraprofessional	1
Masiel, A	Instructional Support	0.9
Smith, S.	Instructional Support Paraprofessional	1

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Title I Personnel

Name	Position	Program	FTE
Andie Masiel	Instructional Interventionist	DIP Problem 1; Goal 1; Strategy 14	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

382

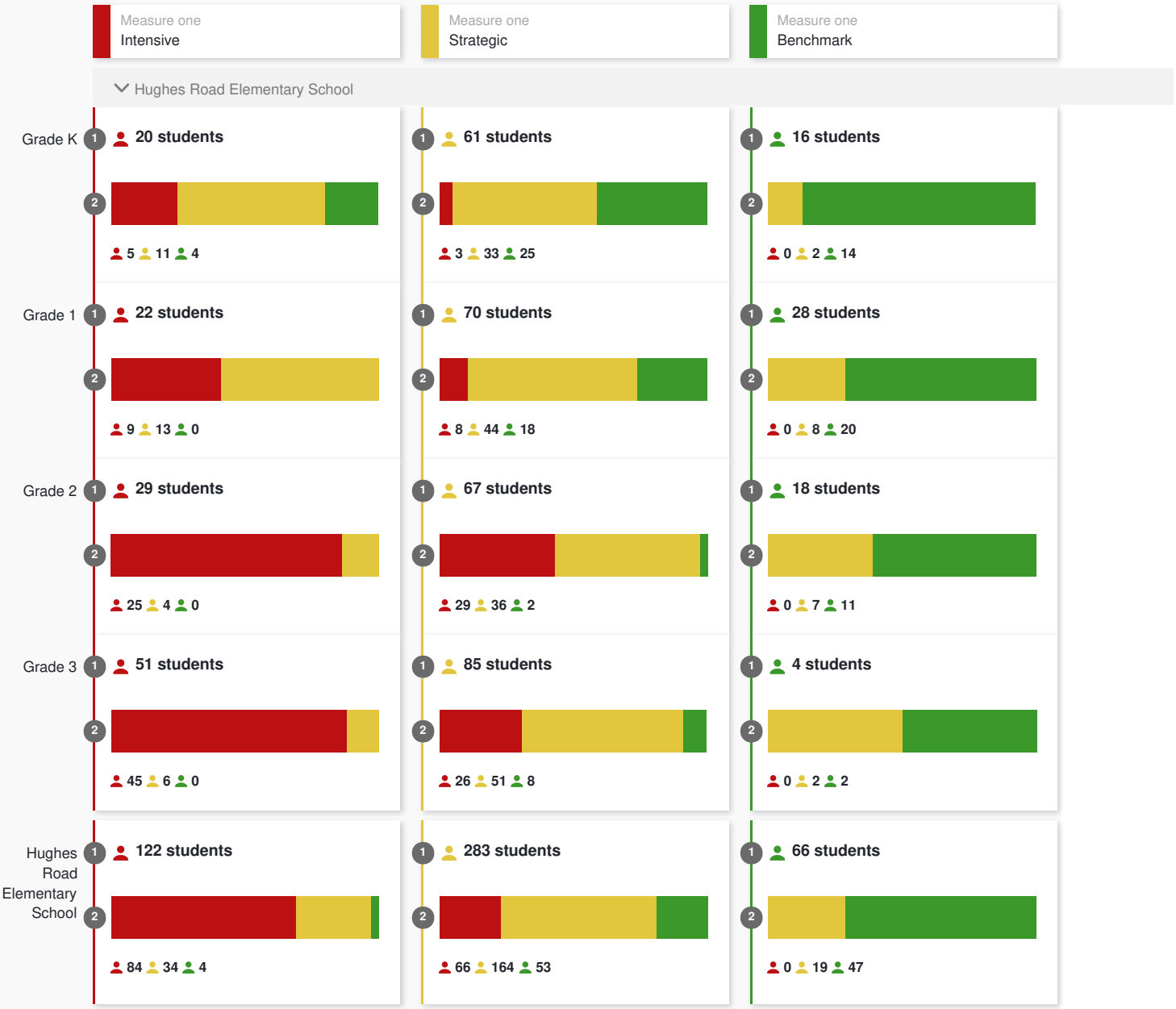
Addendums

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Correlation

View	Population	1 Measure 1	2 Measure 2
Segment Results by: Grade Grade Divider: Display Data As: Head Count	Show Students Enrolled: On Test Day Grade: All Grades District: Dickinson IND School District School: Hughes Road Elementary School	Assessment: Math Measure: Overall School Year: 2021-2022 Period: 21-22 BOY	Assessment: Math Measure: Overall School Year: 2021-2022 Period: 21-22 EOY

471 students with results in measures 1 & 2



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Correlation

View	Population	1 Measure 1	2 Measure 2
Segment Results by: Grade Grade Divider: Display Data As: Head Count	Show Students Enrolled: On Test Day Grade: All Grades District: Dickinson IND School District School: Hughes Road Elementary School	Assessment: DIBELS 8th Edition Measure: Composite Score School Year: 2021-2022 Period: 21-22 BOY	Assessment: DIBELS 8th Edition Measure: Composite Score School Year: 2021-2022 Period: 21-22 EOY

470 students with results in measures 1 & 2

Measure one Well Below Benchmark	Measure one Below Benchmark	Measure one At Benchmark	Measure one Above Benchmark
Hughes Road Elementary School			
Grade K — 40 students	15 students	16 students	28 students
21 3 15 1	1 2 9 3	2 0 7 7	0 2 5 21
Grade 1 — 43 students	31 students	31 students	19 students
16 16 10 1	0 7 22 2	0 0 20 11	0 0 2 17
Grade 2 — 38 students	14 students	22 students	36 students
34 2 2 0	2 6 5 1	0 0 7 15	0 2 3 31
Grade 3 — 59 students	29 students	30 students	19 students
46 9 3 1	3 15 5 6	0 3 14 13	0 0 1 18
Hughes Road Elementary School — 180 students	89 students	99 students	102 students
117 30 30 3	6 30 41 12	2 3 48 46	0 4 11 87

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Campus	May 2021 STAAR Math, G 3				May 2022 STAAR G 3 Math			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	325044	61	30	14				
Rgn IV	71862	62	31	15				
DISD	708	73	38	18	**783**	**73%**	**45%**	**21%**
HRES	116	66%	31%	16%	146	66%	42%	18%
EcoD	79	54%	24%	10%	103	64%	42%	18%
Asian	1	0%	0%	0%	text			
AA	20	60%	30%	20%	38	50%	37%	5%
Hisp	43	67%	33%	14%	60	67%	42%	18%
PI					0			
2+	9	67%	33%	22%	6	83%	33%	17%
White	43	67%	30%	14%	42	76%	50%	31%
EB	9	44%	22%	11%	14	64%	29%	7%
2M	2	100%	100%	50%	0			
SpEd	16	56%	13%	6%	19	47%	26%	21%

Campus	May 2021 STAAR Reading, G 3				May 2022 STAAR G 3 Reading			
Groups	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
State	310158	68	38	19				
Rgn IV	69960	68	39	20				
DISD	665	72	40	17	**742**	**77%**	**50%**	**28%**
HRES	117	63%	36%	15%	146	68%	40%	23%
EcoD	80	54%	25%	8%	103	68%	39%	23%
Asian	1	0%	0%	0%	0	-	-	-
AA	20	65%	25%	5%	38	55%	21%	13%
Hisp	43	67%	33%	12%	60	68%	40%	20%
PI	-	-	-	-	0			
2+	9	67%	33%	11%	6	67%	33%	33%
White	44	59%	45%	25%	42	81%	57%	33%
EB	9	22%	0%	0%	14	57%	21%	7%
2M	2	100%	100%	0%	-			
SpEd	17	29%	18%	6%	19	37%	28%	11%

May 2021 STAAR Math, G 4				May 2022 STAAR G 4 Math			
# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
330454	58	35	21				
75511	59	36	22				
784	69	43	26	**849**	**69%**	**34%**	**16%**
121	69%	39%	24%	150	59%	19%	7%
78	63%	31%	17%	93	49%	17%	3%
2	100%	100%	100%	text			
37	62%	41%	19%	34	47%	15%	12%
43	67%	28%	19%	56	64%	18%	4%
1	100%	0%	0%	text			
3	67%	33%	0%	11	55%	27%	9%
35	77%	49%	34%	48	63%	23%	6%
10	60%	20%	20%	13	46%	8%	0%
2	100%	50%	50%	1			
21	43%	29%	19%	17	41%	6%	6%

May 2021 STAAR Reading, G 4				May 2022 STAAR G 4 Reading			
# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
318000	63	36	18				
74330	63	37	18				
768	63	30	13	**842**	**78%**	**52%**	**25%**
119	59%	24%	11%	150	73%	43%	19%
77	52%	17%	5%	93	62%	31%	10%
2	100%	50%	0%	1			
36	58%	19%	8%	34	74%	41%	21%
42	55%	19%	7%	56	64%	32%	16%
1	100%	0%	0%	0			
3	67%	33%	33%	11	73%	55%	27%
35	60%	34%	17%	48	83%	54%	21%
9	67%	33%	11%	13	31%	0%	0%
2	50%	50%	50%	1			
20	25%	5%	0%	17	47%	18%	6%

Student Growth Summary Report

Aggregate by School

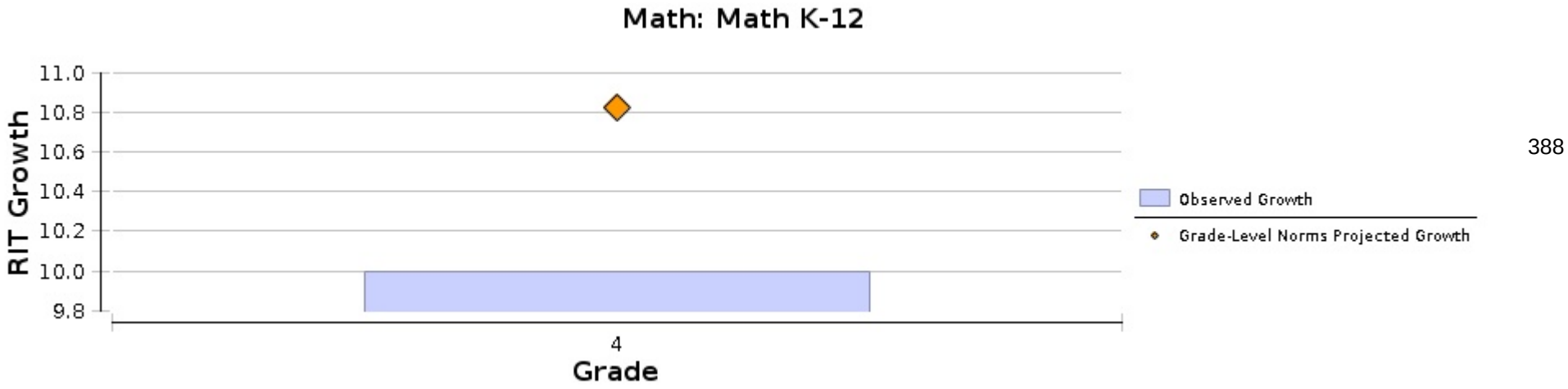
Term: Spring 2021-2022
District: Dickinson ISD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Hughes Road Elementary School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	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
4	**124**	**197.3**	**12.1**	**37**	**207.3**	**14.1**	**33**	**10**	**0.6**	**10.8**	**-0.41**	**34**	**124**	**61**	**49**	**44**



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Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

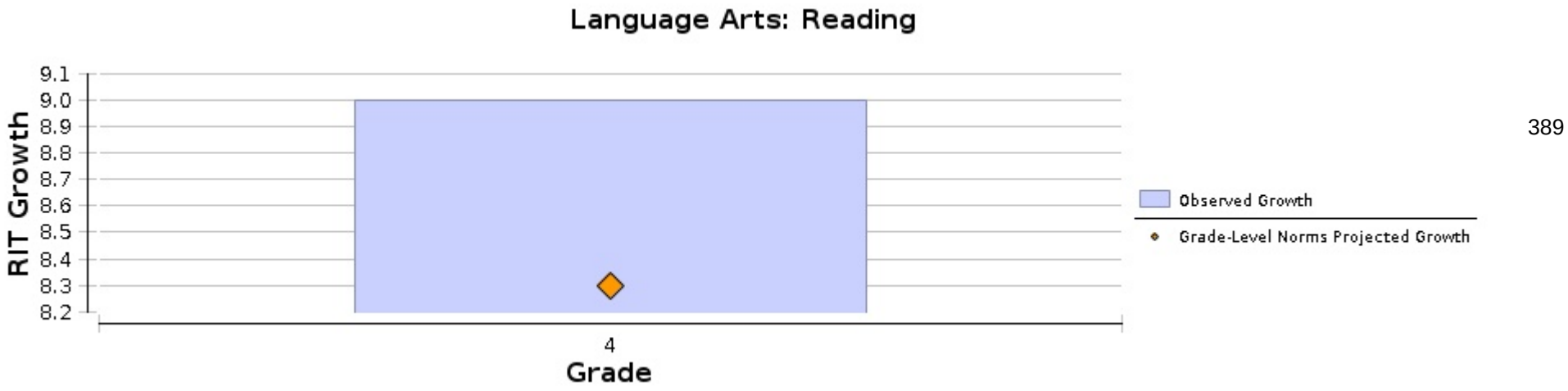
Term: Spring 2021-2022
District: Dickinson ISD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Hughes Road Elementary School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	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
4	**125**	**194.2**	**14.4**	**37**	**203.2**	**15.9**	**41**	**9**	**0.8**	**8.3**	**0.34**	**63**	**125**	**71**	**57**	**58**



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Explanatory Notes
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Student Growth Summary Report

Aggregate by School

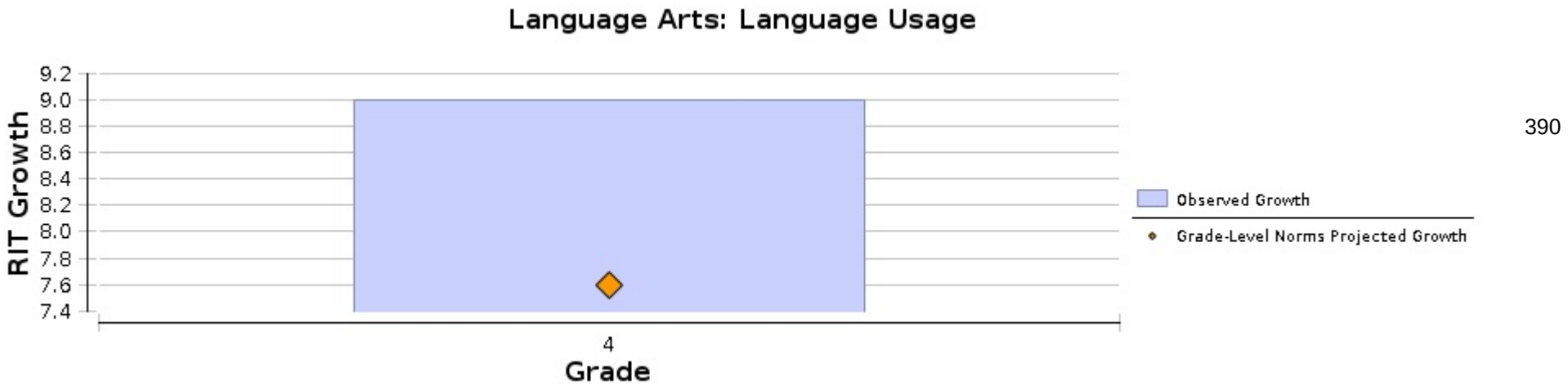
Term: Spring 2021-2022
District: Dickinson ISD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Hughes Road Elementary School

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	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
4	**50**	**198.5**	**14.8**	**57**	**207.1**	**16.1**	**63**	**9**	**0.8**	**7.6**	**0.59**	**72**	**50**	**32**	**64**	**62**



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Dickinson Independent School District

Silbernagel Elementary School

2022-2023 Campus Improvement Plan

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Mission Statement

Our Mission

To build a foundation for ALL learners by educating and empowering leaders.

Vision

Our Vision

An inviting campus that provides a safe environment for authentic and innovative learning.

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Comprehensive Needs Assessment

Revised/Approved: May 11, 2022

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

Population	# of Students
EE	7
Prekindergarten	69
Kindergarten	105
1st Grade	119
2nd grade	137
3rd grade	133
4th Grade	170

Total 740

Ethnic Breakdown

Population by Ethnicity	% of Students
African American	10.10%
Asian	0.10%
Hispanic	75.30%
Native American	0
Pacific Islander	0
White	13.40%
Two or More	1.10%

Student Group Distribution

Student Groups	% of Students
Econ. Disadvantaged	78.65%
At-Risk	57.57%
ESL	0.54%
LEP (BIL)	28.65%
Military	0.95%
Special Ed	7.03%
Speech Services	4.32%
Gifted/Talented	2.98%

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2015-2016

Total Population

Population	# of Students
EE	4
Prekindergarten	72
Kindergarten	97
1st Grade	115
2nd grade	136
3rd grade	136
4th Grade	142
Total	**702**

Ethnic Breakdown

Population by Ethnicity	% of Students
African American	9.97%
Asian	0.28%
Hispanic	75.21%
Native American	0
Pacific Islander	0
White	12.96%
Two or More	1.57%

Student Group Distribution

Student Groups	% of Students
Econ. Disadvantaged	74.11%
At-Risk	56.47%
ESL	0.85%
LEP (BIL)	33.43%
Military	1.991%
Special Ed	6.88%
Speech Services	4.32%
Gifted/Talented	3.56%

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2016-17

Total Population

Population	# of Students
EE	15
Prekindergarten	64
Kindergarten	138
1st Grade	124

Ethnic Breakdown

Population by Ethnicity	% of Students
African American	11.05%
Asian	0.40%
Hispanic	73.50%
Native American	0

Student Group Distribution

Student Groups	% of Students
Econ. Disadvantaged	75.3%
At-Risk	62.45%
ESL	1.60%
LEP (BIL)	30.3%

Total Population

2nd grade	125
3rd grade	137
4th Grade	148

Total 770

Ethnic Breakdown

Pacific Islander	0
White	13.58%
Two or More	1.33%

Student Group Distribution

Military	0.93%
Special Ed	9.19%
Speech Services	4.32%
Gifted/Talented	2.93%

2017-18

Total Population

Population	# of Students
EE	21
Prekindergarten	69
Kindergarten	120
1st Grade	134
2nd grade	125
3rd grade	131
4th Grade	144

Total 744

Ethnic Breakdown

Population by Ethnicity	% of Students
African American	10.04%
Asian	0.40%
Hispanic	71.80%
Native American	0
Pacific Islander	0
White	11.96%
Two or More	.941%

Student Group Distribution

Student Groups	% of Students
Econ. Disadvantaged	83.06%
At-Risk	80.09%
ESL	3.49%
LEP (BIL)	29.8%
Military	0.94%
Special Ed	10.08%
Speech Services	4.32%
Gifted/Talented	2.93%

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2018-19

Total Population

Population	# of Students
EE	17
Prekindergarten	57
Kindergarten	120
1st Grade	108
2nd grade	124
3rd grade	123
4th Grade	125

Total 674

Ethnic Breakdown

Population by Ethnicity	% of Students
African American	9.5%
Asian	.59%
Hispanic	75.22%
Native American	.59%
Pacific Islander	.15%
White	13.1%
Two or More	.89%

Student Group Distribution

Student Groups	% of Students
Econ. Disadvantaged	81.75%
At-Risk	62.90%
ESL	3.85%
LEP (BIL)	31.75%
Military	1.78%
Special Ed	14.54%
Speech Services	8.01%
Gifted/Talented	5.64%

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2019-20

Total Population

Population	# of Students
EE	14
Prekindergarten	62
Kindergarten	119
1st Grade	119
2nd grade	107
3rd grade	113
4th Grade	122

Ethnic Breakdown

Population by Ethnicity	% of Students
African American	7.73%
Asian	.76%
Hispanic	75.87%
Native American	.46%
Pacific Islander	.0%
White	13.66%
Two or More	1.52%

Student Group Distribution

Student Groups	% of Students
Econ. Disadvantaged	77.54%
At-Risk	64.34%
ESL	5.16%
LEP (BIL)	40.82%
Military	2.12%
Special Ed	13.66%
Speech Services	10.01%

Total Population

Ethnic Breakdown

Student Group Distribution

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%

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Total 639

2021-22

Total Population

Population	# of Students
EE	8
Prekindergarten	53
Kindergarten	114
1st Grade	105
2nd grade	120
3rd grade	114
4th Grade	114

Total 628

Ethnic Breakdown

Population by Ethnicity	% of Students
African American	11.31%
Asian	1.43%
Hispanic	72.13%
Native American	0.32%
Pacific Islander	.0%
White	13.69%
Two or More	1.11%

Student Group Distribution

Student Groups	% of Students
Econ. Disadvantaged	79.30%
At-Risk	65.76%
ESL	8.28%
LEP (BIL)	38.85%
Military	4.14%
Special Ed	17.52%
Speech Services	8.60%
Gifted/Talented	7.32%

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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.

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%

400

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:

Reading -

401

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

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

2021-22 STAAR Performance Data:

403

Reading -

3rd grade - 79% approached grade level, 51% met grade level, 26% mastered grade level

3rd grade/Spanish - 50% approached grade level, 13% met grade level, 7% mastered grade level

4th grade - 66% approached grade level, 27% met grade level, 10% mastered grade level

4th grade/Spanish - 38% approached grade level, 19% met grade level, 13% mastered grade level

Math -

3rd grade - 75% approached grade level, 39% met grade level, 19% mastered grade level

3rd grade/Spanish - 50% approached grade level, 28% met grade level, 0% mastered grade level

4th grade - % approached grade level, % met grade level, % mastered grade level

404

4th grade/Spanish - 33% approached grade level, 0% met grade level, 0% mastered grade level

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.

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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. 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.
- Conflict Corner
- Restorative Practice
- Motivational Assemblies
- Red Ribbon Week Assemblies
- Parent Engagement Coordinator
- Author Visit

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Limited environmental print in Spanish.

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. Eight new teachers joined the Silbernagel staff this year due to former staff members resigning, retiring 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.
- Team members involved with the interviews of prospective candidates.
- 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.
- Instructional resources are provided to meet all teacher needs in math and reading at the campus level to provide maximum student success opportunities.
- Math and reading teachers are provided professional autonomy within the campus vision and in coordination with campus instructional specialists.
- Teacher professional growth opportunities are encouraged to meet present goals and provide for career advancement.
- Positive reinforcement styles implemented on behavioral cases.

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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. 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. 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. The assessments are created by the instructional coaches and teachers use the assessments in backward planning 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 Pre-K - 4th grade as an intervention and reinforcement for math.
- Teachers pull their Lead4Ward data to improve quality of instruction.
- Dual Language in Pre-k, Kindergarten, 1st grade, 2nd grade and 3rd grade
- MAP testing three times a year in 2nd - 4th grade
- MClass/Amplify testing - K-1st grade
- WICOR strategies (AVID)
- Instructional coaches provide strategies on how to enrich during planning.
- Fundations in Pre-K - 3rd grade (English)

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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/Iready books).

Problem Statement 2: Teachers need support with providing appropriate interventions and enrichment in all subjects.

Problem Statement 3: Too many of our economically disadvantaged students leave without a solid balanced literacy background.

Problem Statement 4: The campus needs continued support, training and materials to accomplish the campus goals in AVID Schoolwide Domains: Instruction, Systems, Leadership

and Culture.

Problem Statement 5: All ELA teachers need specific training in shared reading, guided reading and writing instruction.

Problem Statement 6: Campus is in need of up-to-date literature in the library in English and Spanish.

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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. Our business partners participate in serving our Thanksgiving Luncheon.

Our Campus Parent Engagement Policy was updated on Wednesday, May 11, 2022. Committee members included Leslie Burke - Principal, Tameka Henry - counselor, AJ Lemmon - Assistant Principal, Jamie Morreale - teacher, Michael Delacruz - teacher, Caitlyn Cloud - teacher, Julie Rearick - Instructional Specialists, Allison Boaz - 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 is 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 RTI, 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
- Parent Resource Fair
- GT Product Fair
- Notification of STEAM night to 4th grade parents
- Parent Assistance Night understanding content standards
- PTO meetings
- Choir programs
- Kindergarten Graduation

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: .

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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 sixty 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 412 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

Problem Statement 3: Staff, teachers and students will need support, resources and plans to transition to a Pre-K-3 campus. **Root Cause:** School restructure

Technology

Technology Summary

JSES currently has chrome book carts in every classroom, one computer lab, 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.
- Second, third and fourth graders are proficient at logging on independently.
- Kindergarten and first grade are proficient at logging on with Class Quick Cards.
- Technology is used across the curriculum.
- All teachers use Schoology.
- Campus specific training available through the campus technology liaison.
- Every student has access to a chrome book daily.

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Priority Problem Statements

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Goals

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

Performance Objective 1: During 2022-23, 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.

High Priority

Evaluation Data Sources: Improved STAAR results, TELPAS, CA's, MAP, MCLASS, IEP progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **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				415

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **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				

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.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
Strategy 4: CTT meetings once a week for planning and professional learning.	Formative			Summative
	Nov	Jan	Mar	June
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				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Team meetings, data to reflect increase in individual scores. **Staff Responsible for Monitoring:** teachers instructional specialists				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students can articulate their progress. **Staff Responsible for Monitoring:** Principal				

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, and Fundations.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 8 Details	Reviews			
Strategy 8: Improve TELPAS proficiency levels from previous year. Monitor ELL, ESL, M1, M2 and waiver students for academic progress.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 9 Details	Reviews			
Strategy 9: Conduct Power CTT once a nine weeks to disaggregate data, plan for the nine weeks, learning walks.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 10 Details	Reviews			
Strategy 10: Dyslexia students served every day for forty-five minutes with the dyslexia teacher.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 11 Details	Reviews			
Strategy 11: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.	Formative			Summative
	Nov	Jan	Mar	June
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				

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 common assessments.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 13 Details	Reviews			
Strategy 13: Increase in walkthroughs to ensure implementation of TEKS in reading at all grade levels.	Formative			Summative
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	Nov	Jan	Mar	June

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Strategy 14 Details	Reviews			
Strategy 14: GT enrichment will be provided throughout the instructional day for students identified as GT.	Formative			Summative
Strategy's Expected Result/Impact: 10% increase of students reaching Masters performance level on STAAR. **Staff Responsible for Monitoring:** Instructional Specialists	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.	Formative			Summative
Strategy's Expected Result/Impact: Student progress in reading **Staff Responsible for Monitoring:** Instructional Specialists and Administrators **- TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
Strategy 16: Basic Language Skills groups are provided daily.	Formative			Summative
Strategy's Expected Result/Impact: Student progress in reading **Staff Responsible for Monitoring:** Instructional Specialists	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

Strategy 18 Details	Reviews			
Strategy 18: JSES will implement dual language in Pre-K - 3rd 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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 19 Details	Reviews			
Strategy 19: Fundation phonics will be provided to teachers in Pre-K-3rd 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 **- TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **- TEA Priorities:** Build a foundation of reading and math				

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **- TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

420

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

Performance Objective 2: During 2022-23, 100% of all students will show one year or more growth in math and 50% of the students will achieve Meets performance standard on STAAR Math Grades 3 and 4.

High Priority

Evaluation Data Sources: Improved STAAR results, CA's, MAP, MCLASS, IEP progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **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				

Strategy 2 Details	Reviews			421
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiantion 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:** Adminstrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

422

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

Performance Objective 3: During 2022-23, 100% of all students will show one year or more growth in writing.

High Priority

Evaluation Data Sources: Improved STAAR results, CA's, PBMAS, TELPAS, IEP progress monitoring, writing portfolios

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Contracted services will be provided to assist teachers in overall student improvement through differentiation and focused teaching in writing. **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 **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				423

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

425

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

Performance Objective 4: During 2022-23 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
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	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

427

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

Performance Objective 1: Increase student attendance from 95% to 98%.

High Priority

Evaluation Data Sources: Weekly PEIMS/Skyward/Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				428

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
Strategy 5: Promote "No Place for Hate" program campus wide.	Formative			Summative
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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor				

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.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators				

Strategy 7 Details	Reviews			
Strategy 7: Provide teachers training on bully prevention in order to notice signs in the classrooms.	Formative			Summative
Strategy's Expected Result/Impact: Reduction in the number of referrals for bullying and increase in student attendance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor				

Strategy 8 Details	Reviews			
Strategy 8: Provide physical education classes for all students 2-3 days a week.	Formative			Summative
Strategy's Expected Result/Impact: Improvement in physical fitness of students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: PE teacher				

 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.

Evaluation Data Sources: Sign in sheets, feedback from survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold Family Literacy and Math Night on October 18, 2022 to promote the importance of reading, writing and math and 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. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents will be invited to all school functions such as: - Parent Orientation/Title 1 Nights - - ELL parent night - 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff Schoology 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				

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.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of invitations, meetings with sign-in sheets, agendas, notes and completed CIP.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				

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.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of distribution of information, sign-in sheets at activities and parent survey results.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				

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.	Formative			Summative
Strategy's Expected Result/Impact: Improvement on STAR, Telpas, common assessments and CBA	Nov	Jan	Mar	June
Staff Responsible for Monitoring: teachers				431

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.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of invitations and parent survey results	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teacher, Administrators				

Strategy 8 Details	Reviews			
Strategy 8: Provide parents with their child's academic results on state assessment.	Formative			Summative
Strategy's Expected Result/Impact: Provide necessary student information for parents to access website.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators				

Strategy 9 Details	Reviews			
Strategy 9: Provide parental conferences with teachers on their child's academics.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of invitation and sign in sheets	Nov	Jan	Mar	June
Staff Responsible for Monitoring: teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				432

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				433

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
Strategy 5: Provide staff with researched based training and materials to enhance instruction for all students in all content areas.	Formative			Summative
-	Nov	Jan	Mar	June
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				

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.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 7 Details	Reviews			
Strategy 7: Principal will attend college recruitment.	Formative			Summative
Strategy's Expected Result/Impact: Hiring of highly qualified teacher **Staff Responsible for Monitoring:** Principal	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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Director of Special Programs				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

435

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			436
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: Amira, Prodigy and ST Math data

Strategy 1 Details	Reviews			
Strategy 1: Grade level technology TEKS will be the basis of instruction in the classroom and computer lab.	Formative			Summative
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	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.	Formative			Summative
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	Nov	Jan	Mar	June
				437

Strategy 3 Details	Reviews			
Strategy 3: The two computer labs will be used to provide students with such programs as ST Math.	Formative			Summative
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	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.	Formative			Summative
Strategy's Expected Result/Impact: Teachers use of technology **Staff Responsible for Monitoring:** Administrators, instructional technologist	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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State Compensatory

Budget for Silbernagel Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Silbernagel Elementary School

Name	Position	FTE
Allen, J	Social Worker	0
Cantrell, J	Instructional Support	1
Hunter, M.	Instructional Support Paraprofessional	1
Pinegar, S.	Instructional Support Paraprofessional	1

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Title I Personnel

Name	Position	Program	FTE
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

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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

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				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					442
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
				Sub-Total	$0.00

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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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	
	3) Display student products each 9 weeks.					ELA teachers – grades 2nd-4th	Student products	
	4) Implement plan to celebrate student authors in each grade level (publishing parties, learning walks, show and tell, etc).					ELA teachers – grades 2nd-4th	Checklist/reflection, 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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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, 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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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	447
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.					Burke	Feedback/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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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					**Responsible**	**Evidence**	
	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	448
	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/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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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	449

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: Silbernagel Elementary** **Date: 2020-2021**

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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/feedback	450

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	451
	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	452
	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: (○) 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: (○) 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	454
	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 trips	455
	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

Kenneth E. Little Elementary

2022-2023 Campus Improvement Plan

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Mission Statement

Through teamwork and collaboration, we will empower ALL to engage in life-long learning at high levels to equip our students to become successful, compassionate, ethical members of society.

Vision

We believe all students will learn at high levels, through a culture of collaboration with a focus on results.

Values and Goals

Collective Values:

To achieve our shared vision and mission, our staff has agreed on the following statements as collective commitments:

- All students are **OUR** students! We share students to meet their needs each day. 457
- 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 using data to drive our instruction.
- We are committed to fostering life-long learning.
- We are committed to engaging the community in all student's 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 to achieve the best collaboration possible every time. This collaboration time is sacred.

Goals:

- To increase student achievement in reading by 10% in each grade level as measured by campus, district, state, and national assessments.
- To increase student achievement in math by 10% in each grade level as measured by campus, district, state, and national assessments.

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Comprehensive Needs Assessment

Revised/Approved: May 25, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

K.E. Little Elementary

Needs Assessment for 2022-2023

Based on 2021-2022 DATA

Committees met between May 1st and May 18th. MAP, MClass, District Common Assessments, Reading Levels and STAAR scores were used for the needs assessment.

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Demographics

Demographics Summary

K.E. Little is one of the 12 campuses in Dickinson Independent School District. K.E. Little serves students in grades PK-4. Our enrollment ending the year 2021-2022 is 605. Each year we continue to increase student achievement through the implementation of clearly defined standards, academic expectations, and best teaching and instructional practices.

Student Total 605

Pre-Kindergarten Grade 75 12%

Kindergarten Grade 103 17%

1st Grade 99 16%

2nd Grade 115 19%

3rd Grade 104 17%

4th Grade 109 18%

Female 46.5%

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Male 53.3%

Ethnicity

Hispanic-Latino 397 66%

American Indian 2 .3%

Asian 9 1%

Black 23 4%

Nat. Hawaiian 1 .1%

White 160 27%

Multi-Race 13 2%

Student by Program (2021-2022 Summer PEIMS file)

Free Lunch Participation 503 83%

Reduced Lunch Participation 14 2%

Other Economically Disadvantaged 1 .1%

Gifted and Talented 16 3%

Special Education (SPED) 89 15%

Title I Participation 605 100%

Homeless Statuses

Homeless Status Total 10 1.83%

Shelter 2 .3%

Doubled Up 9 1.4%

Unsheltered 0

Hotel/Motel 0

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The overall mobility rate for the campus is 19.67%. The average daily attendance rate for students is 92%.

Special Services (2021-2022 Summer PEIMS file)

Instructional Settings

Speech Therapy 70

Homebound 2

Hospital Class 0

Resource Room

VAC

Off Home Campus

State School

Residential Care

Self Contained

Full-Time Early Childhood

Other Student Information (2021-2022 Summer PEIMS file)

Economically Disadvantaged 503 83%

Title I Homeless 0

Limited English Proficient (LEP) 265 44%

Migrant 23 4%

Military Connected 10 1.6%

Foster Care 8 1.3%

Section 504 17 2.8%

Campus Programs

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English Language Learners

K.E. Little Elementary serves ELL students through both ESL and bilingual programs. Students in K-3rd in 2022-2023 will be in the dual language one way program. All teachers at KELES are certified to teach ESL students. Additionally each grade level has at least one teacher designated to instruct our bilingual students. We also have bilingual paraprofessionals who provide support in primary grade levels. At K.E. Little we have a designated LPAC teacher representative who monitors the progress of our English learners along with our campus administrators. Our ELL students participate in TELPAS, the state adopted language proficiency assessment each year. KELES has a bilingual instructional coach as well.

GT Program

K.E Little Elementary's Gifted and Talented program serves % of the students on our campus. These students are able to perform academically above their grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades K-4 are served in designated cluster classrooms by teachers who have at least thirty hours of professional development in gifted and talented strategies. In addition, KELES pulls gifted students daily during WIN time for an enrichment group in the library to work on project based learning. Fourth grade students are also provided additional field trip experiences.

504 Program

Section 504 is 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/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 that the committee has agreed upon. The committee consists of an administrator, campus 504 coordinator, classroom teacher, parent and other possible candidates. 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

Our main areas of focus for the 2022-2023 school year will be:

1. Academic and social growth in all students
2. Technology growth now that each classroom has a class set

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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): Parents want more after school clubs and opportunities to volunteer. **Root Cause:** Only music and robotics clubs have been started

Student Achievement

Student Achievement Summary

Math Student Achievement

4th Grade Math STAAR had 22% Mastery level, +8 growth from those same students in 3rd.

Reading/ Language Arts Student Achievement

4th Grade Reading STAAR had 31% at the mastery level, an increase of +15%. 3rd Grade Reading STAAR had a 17% Meets and an 11% Masters. Balanced Literacy and Guided Reading instruction have been implemented daily in all Reading classrooms to increase student progress in reading skills. Student achievement in writing is growing as teachers continue to use district provided resources and are starting to utilize the We Write program.

Science Student Achievement

Our student achievement is growing as teachers are utilizing resources and the curriculum. The CBA data for third and fourth grade shows that instruction and rigor is increasing as the years past.

Social Studies Student Achievement

Our student achievement is growing as the staff learns to appropriately integrate it into all subjects and then implement. Teachers feel there is not enough instruction regarding this, but they do have some. This data shows all students are making progress from this area, and most intervetion programs have slow impact.

Student Achievement Strengths

Teachers and students that are taking tests online are placing data in AWARE. We are taking District Common Assessments that started in January 2022. In planning we are dissecting the data to drive spiraling, small group intervention and correction of errors for moving forward in our lessons.

Math Achievement

MClass -BOY/EOY (Intensive/Strategic/Benchmark)

K 30%/ 59%/ 11% 20%/ 34%/ 46% 35% increase in students at or above benchmark

1st 27%/ 51%/ 22% 19%/ 39%/ 42% 20% increase in students at or above benchmark

2nd 24%/ 62%/ 14% 27%/ 53%/ 20% 6% increase in students at or above benchmark

3rd 43%/ 62%/ 0% 27%/ 60%/ 13% 13% increase in students at or above benchmark

MAP

4th Winter Math - Mean RIT score 204.4 (52/105 students at or above Grade Level Mean RIT)

4th Spring Math - Mean RIT score 210.5 (62/106 students at or above Grade Level Mean RIT)

STAAR Scores for 2021-22 (Did Not Pass/Approaches/Meets/Masters)

3rd English 46%/ 54%/ 40% / 14%

3rd Spanish 67%/ 33%/ 0%/ 0%

4th English 32% / 68%/ 45%/ 22%

4th Spanish 100%/ 0%/ 0%/ 0%

Reading/ Language Arts Student Achievement

Students are assessed using research-based formative and summative testing. K- 1 students will take the MCLASS assessment, while 2-4 grade students will take the MAP test. Teachers collaborate to create Common Assessments based on the essential standards adopted by the RLA curriculum specialists and Academic Coaches. The data gathered from these Common Assessments are available in AWARE. Teachers analyze and disaggregate the data from these Common Assessments to make instructional decisions. Teachers have a Guided Reading Binder to provide information about each students reading progress.

MClass - BOY/EOY (Intensive/Strategic/Benchmark)

K- 57%/ 19%/ 24% 51%/ 12%/ 37% 13% increase in students at or above benchmark

1st- 38%/ 17%/ 45% 40%/ 11%/ 49% 4% increase in students at or above benchmark

2nd- 52%/ 9%/ 39% 34%/ 17%/ 35% 4% decrease in students at or above benchmark

3rd- 37%/ 20%/ 43% 38%/ 13%/ 49% 6% increase in students at or above benchmark

MAP

4th Winter Reading - Mean RIT score 198.9 (47/102 students at or above Grade Level Mean RIT)

4th Spring Reading - Mean RIT score 206.4 (63/100 students at or above Grade Level Mean RIT)

STAAR Scores for 2021-22 (Did Not Pass/Approaches/Meets/Masters)

3rd English 37%/ 36%/ 17%/ 11%

3rd Spanish 83%/ 17%/ 0%/ 0%

4th English 19%/ 22%/ 27%/ 31%

4th Spanish 33%/ 33%/ 0%/ 33%

Science Student Achievement

Teachers are utilizing curriculum resources for instruction. Teachers are using their science fusion books to help enforce instruction. Students are showing growth on the science CBA.

Social Studies Student Achievement

Teachers are placing data in aware. Teachers are succssfully teaching SEL lessons which serves as student acheivement for Pre-K 2 TEKS. Student achievement reaches more indepth at grades 3 and 4.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students' overall Independent Reading Levels have been declining in the past two years. **Root Cause:** MCLASS data shows student needs in the following areas: Kindergarten: Phonemic awareness, Letter Sounds First Grade: Decoding, Vocabulary Second Grade: Word Reading, Comprehension Third Grade: Vocabulary, Reading Comprehension, Needs: Daily phonics instruction across all grades Daily KAT lessons (vocabulary and comprehension) Well-planned Guided Reading Lessons Targeted Reading Workstations

Problem Statement 2 (Prioritized): Fluency in Math is a focus to improve Math overall for all grade levels. **Root Cause:** Students do not have math facts memorized.

Problem Statement 3: Not all Language Arts teachers have received training in best practices for writing. **Root Cause:** Trained staff have left our campus, new hires have not yet been trained.

Problem Statement 4: We do not have up to date resources or an organized space to keep them. **Root Cause:** Laboratory was a classroom in 20-21 and many supplies have become old or unusable.

Problem Statement 5 (Prioritized): Teachers need to disaggregate data in a more detailed manner to drive small group instruction and intervention time. **Root Cause:** No clear protocol on data disaggregation.

Problem Statement 6: Not every classroom has up to date, working technology; including headphones. **Root Cause:** Funding for technology

School Culture and Climate

School Culture and Climate Summary

The majority of students enjoy going to school at KELES, they love the teachers, administration, clubs and recess. Our little Gators with Grit NEVER quit, growth and perserverance across our campus is a strong component to campus culture. The majority of students are well behaved and we only have a few behavior challenges that are routinely handled with ongoing services from teachers, councilors, behavior support, the Gator Wellness Center. Students who attend KELES regularly are most satisfied with our culture and climate and indecate that kindness, respect, safety, and cooperative learning as some of the expectations that pertain to academics, behavior and social interactions. The majority of classrooms are well organized and managed, we have not only witnessed major growth this year but have lead the district in a few scores and initiatives. We do not have any students dealing with substance abuse, weapons and other safe school areas, as well as there being no disproportionality between race of ethnicty.

School Culture and Climate Strengths

-Ongoing restorative/ relational practices development.

-Social Committee activites

-Ongoing communication with behavior support staff.

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-Our students enjoy going to school here.

-Our teachers have great communications within their teams.

-Some teachers feel heard.

-We celebrate growth and have shown growth

-Our campus is respectful

-99% of staff and Students feel safe on our campus.

-Majority of classrooms are managed well and organized. Data shows we have seen major growth this year throughout the grade levels.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Continued implementation of restorative/ relational practices. **Root Cause:** School Culture and Climate

Problem Statement 2 (Prioritized): Ongoing explanation and modeling of behavior supports. **Root Cause:** School Culture and Climate

Problem Statement 3: Continued Social Committee activities **Root Cause:** School Culture and Climate

Problem Statement 4 (Prioritized): Parents want more after school clubs and opportunities to volunteer. **Root Cause:** Only music and robotics clubs have been started

Problem Statement 5: CTT time every six days was difficult to find coverage. Teachers struggled to get appropriate work for when they were not in the classroom. **Root Cause:** COVID

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At KE Little Elementary we will continue to recruit and retain highly qualified teachers. All teachers on staff for the 2022-2023 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. We will focus our teacher retention plan on providing relevant professional development based on campus and teacher needs. We will also provide real time coaching and professional development during the school day. In addition, first year teachers will continue to participate in the district's first year teacher academy.

Staff Quality, Recruitment, and Retention Strengths

K. E. Little strives to identify and provide needed campus staff development. CTT 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.

All grade levels K-4 have at least one Gifted-Talented certified teacher and all DISD teachers are to be ESL certified. Over 70% of our teachers have also completed the Reading Academy. 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. In addition, KELES will continue to be an AVID [469] campus for the 2022-2023 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: KELES needs to increase its teacher retention rate. **Root Cause:** Teachers move away or want to teach in a school closer to their home or at a campus that is not Title I.

Problem Statement 2: CTT time every six days was difficult to find coverage. Teachers struggled to get appropriate work for when they were not in the classroom. **Root Cause:** COVID

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Grade levels meet during their conference time to plan instruction, using the TEKS, Lead4ward resources, DISD curriculum documents and resources available in Eduphoria. Unit Planning Guides are created by Curriculum Specialists and Academic Coaches with links to classroom resources and tools to enhance student lesson delivery. All grade level students are evaluated in Math and Reading at the beginning of the school year to find determine their weaknesses and strengths. This provides the teacher with meaningful information to direct instruction.

Reading and Math academic Coaches and Curriculum Specialists, plan and create Common Assessments for each grade level in the District. The data from the common assessments are used to form individual instructional plans during daily small group instruction. This included re-teach, intervention and enrichment.

Grade levels meet every 6 days during CTT (Collaboration time). During this time teachers discuss, CA scores, student concerns, and plan targeted instruction using data.

Curriculum, Instruction, and Assessment Strengths

As a campus, we worked diligently to meet individual student needs. Teachers would come prepare to CTT sessions to learn and collaborate. 470
Unit Planning Guides and TEKS guidelines were used at all times when planning instruction. Resources like Lead4ward

Data were analyzed using formative and summative assessments to make small groups and target instruction.

Teachers will have opportunities to go on learning walks as well as have master teachers come and model lessons. We also had the opportunity of having a Reading consultant provide training once a month.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers need to disaggregate data in a more detailed manner to drive small group instruction and intervention time. **Root Cause:** No clear protocol on data disaggregation.

Problem Statement 2: Not every classroom has up to date, working technology; including headphones. **Root Cause:** Funding for technology

Parent and Community Engagement

Parent and Community Engagement Summary

22-23 school year is starting up with a PTO once again, There will soon hopefully be more clubs implemented for student involvement next year.

Our community is serviced by many outside programs successfully other than Dickinson ISD.

Most parents are ready to get more involoved and enjoy sending their students to KELES.

Parent and Community Engagement Strengths

-PTO starting

-Robotics

-Music Club

-Literacy nights and Bed Time story hours are successful

-Documentation for sign in is successful

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-We use CIS, Gator Clinic, UTMB and Lighthouse for outside resources for parents and students.

-We utilize our inclusion support teachers, Dyslexia intervention, SAILS program, ECSE program and class accommodations

-We take parent and student feed back frequently

-Use of English, Spanish and bilingual speaking teachers, each notifcation is sent home in both languages.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents want more after school clubs and opportunities to volunteer. **Root Cause:** Only music and robotics clubs have been started

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. Every six days, teachers attend CTT time is where they are able to plan with their academic coaches, disect data, and strengthen their instruction. Math teams meet once a week to plan. Reading teams meet once a week to plan. 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. The campus also uses Share911 as their means for campus safety and emergency plan. KELES offers after school clubs such as robotics and music club. 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.

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School Context and Organization Strengths

Extensive professional development within district that is free to staff

KELES fully utilizes all classrooms for instructional use

Class sizes are kept to a reasonable size to best maximize student learning

AVID strategies are being implemented campus wide

KELES is focused on building student and family relationships

Intervention program for students with reading gaps

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: CTT time every six days was difficult to find coverage. Teachers struggled to get appropriate work for when they were not in the classroom. **Root Cause:** COVID

Technology

Technology Summary

K.E. Little Elementary currently possesses the following hardware:

Classroom projectors (mostly ceiling mounted),

Document cameras

1 smart board

26 Chrome Book Carts (with about 20 per 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)

Possible hardware to be added to KELES for the 2022-2023 school year includes

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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

Technology Strengths

Strength's of technology at KE Little are that we are a 1 to 1 campus. Each classroom has a projector and document camera to assist teachers in lessons. All teachers use Forethought for lesson planning. All teachers and students access schoology for assignments and lessons. The technology proficiency level of the staff is appropriate. Trainings were provided for technology this year. Students through pre-kindergaten through fourth grade rotate through the computer lab for speicals every 6 days. HMH Amira is available for students to get extra assistance on reading. ST math is available for students pre-kindergarten through 4th to assist students in math.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not every classroom has up to date, working technology; including headphones. **Root Cause:** Funding for technology

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Priority Problem Statements

Problem Statement 6: Parents want more after school clubs and opportunities to volunteer.

Root Cause 6: Only music and robotics clubs have been started

Problem Statement 6 Areas: Demographics - School Culture and Climate - Parent and Community Engagement

Problem Statement 1: Students' overall Independent Reading Levels have been declining in the past two years.

Root Cause 1: MCLASS data shows student needs in the following areas: Kindergarten: Phonemic awareness, Letter Sounds First Grade: Decoding, Vocabulary Second Grade: Word Reading, Comprehension Third Grade: Vocabulary, Reading Comprehension, Needs: Daily phonics instruction across all grades Daily KAT lessons (vocabulary and comprehension) Well-planned Guided Reading Lessons Targeted Reading Workstations

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: Teachers need to disaggregate data in a more detailed manner to drive small group instruction and intervention time.

Root Cause 3: No clear protocol on data disaggregation.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: Continued implementation of restorative/ relational practices.

Root Cause 4: School Culture and Climate

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Problem Statement 4 Areas: School Culture and Climate

Problem Statement 2: Fluency in Math is a focus to improve Math overall for all grade levels.

Root Cause 2: Students do not have math facts memorized.

Problem Statement 2 Areas: Student Achievement

Problem Statement 5: Ongoing explanation and modeling of behavior supports.

Root Cause 5: School Culture and Climate

Problem Statement 5 Areas: School Culture and Climate

Goals

Revised/Approved: May 18, 2022

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

Performance Objective 1: Every student including those in specific sub population area, and/or students that are at risk and high achieving will show at least one year's growth in Reading, Math, Writing, Science and Social Studies. Students on STAAR will increase their performance by 5% on Meets or Above in the 2022-2023 school year.

Evaluation Data Sources: MAP, MClass, District Common Assessments, Reading Levels, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will use CTT time to plan and develop their lessons for all students (All grade levels/subjects/specials). **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Teachers Coaches **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				476

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize contracted service providers, as well as attend professional development for all staff to receive training in best practices for At-Risk students, GT, ELL, Special Ed., or any other sub population our school represents. **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The Instructional Interventionists and Coaches will -Provide high quality support in planning and in the classroom -Provide high quality PD for all teachers and teach them to capacity -Teachers/Instructional Interventionists/Coaches will provide research based interventions to help all students -Coaches will also work with teachers to provide instruction through strategic professional development of fluency in Reading and Math **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Instructional Interventionists and Coaches Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Purchase instructional based materials and technology resources/software for student use in order to assess and enhance Reading, Writing and Math, Science and Social Studies skills. (Continue the use of the technology resources we have - Amira, ST Math) **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math				477

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: All students will receive small group intervention for Reading and Math. Those students who performed below standard on STAAR, will get additional Accelerated Instruction in accordance with HB 4545. **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Teachers Academic Coaches Administrators **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Review TELPAS proficiency levels from the previous year in Reading and Writing. Monitor all students reading levels and monitor portfolios throughout the year to target growth. **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Trained Instructional Interventionists and paraprofessionals will continue to monitor IEP progress and provide inclusion support for Special Education students in Reading, Writing and Math. **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Instructional Interventionists Paraprofessionals **- TEA Priorities:** Build a foundation of reading and math				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Continue one-way dual language program for students in Kinder-3rd. Provide all teachers and parents with training, any necessary supplies and resources, as well as continuous monitoring and problem solving making it systematic 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. **Staff Responsible for Monitoring:** Administrators Bilingual Academic Coach Teachers **- TEA Priorities:** Build a foundation of reading and math				

Strategy 9 Details	Reviews			
Strategy 9: Special Education students will be provided access to the general education curriculum in the regular education setting to the maximum extent possible with assistive support based on each individual's needs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students with disabilities will experience learning in the least restrictive environment receiving explicit and targeted instruction with their non-disabled peers. **Staff Responsible for Monitoring:** Administrators Academic Coaches				

Strategy 10 Details	Reviews			
Strategy 10: Disaggregate data by grade level, discipline and assessment objectives by stake holders in order to drive instruction for individual students, classes and grade levels.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 11 Details	Reviews			
Strategy 11: All Math teachers will be trained and be using Building Fact Fluency within their Math block for all of their students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Teachers Math Academic Coach **- TEA Priorities:** Improve low-performing schools				

Strategy 12 Details	Reviews			
Strategy 12: Monitor and review processes for promotion/retention for K-4 students based on standards set for RLA, Math, Science and Social Studies.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease social promotion **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: 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 **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: 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:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

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Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: 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 **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: DISD 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 activites.

Evaluation Data Sources: Reduction of office referrals and an increase in positive teacher, parent and community staff surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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 councilor and Administrator. **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All students will recieve 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 managment 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, Observations of student engagement. **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funding				481

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement "No Place for Hate" program campus wide into our current Character Education programs. Adhere to the guidelines and he 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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide resources, incentives, and inventory for student safety. (i.e. Walkie-talkies, furniture for added special programs, student incentives for improving behavior and attendance.) **Strategy's Expected Result/Impact:** Increased safety. Equitable learning environment **Title I:** 2.6				

 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: 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, parents and community staff surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 287-Title IV, - IDEA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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:** Increase student progress **Staff Responsible for Monitoring:** Administrators, Academic Coaches, Teachers **ESF Levers:** Lever 3: Positive School Culture				483

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will follow the district procedures for excessive absences. Teachers will call home on the third consecutive absence. Use of school messenger daily for calling school absences and tardies. The campus will set an attendance goal equal or greater than state minimum. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Teachers, Administrators, Truancy Officer, Registar				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Improve staff attendance by 5% using incentives and recognition **Strategy's Expected Result/Impact:** Increased teacher attendance **Staff Responsible for Monitoring:** Administrators, all staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Increase student and teacher attendance to 95%.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students with perfect attendance will get to participate in game days once a month. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Administrators Teachers Counselors **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: DISD 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.

High Priority

Evaluation Data Sources: Increased student, parent and community participation in school activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide parent involvement supplies and incentives during Math and 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for potential Pre-Kindergarten students and their families to visit school, meet with counselors and attend meetings and pre-registration 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				

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents of diverse backgrounds will have easy access to all communication. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 211-Title IA				

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will transition easily to the next grade level and parents will have an understanding of the curriculum and safety. **Staff Responsible for Monitoring:** Campus Administrator PK and Kinder teachers Counselor **Funding Sources:** - Local Funding, - 211-Title IA				487

Strategy 5 Details	Reviews			
Strategy 5: The campus will make available the English version of the Parent and Family's Engagements Policy by posting it in the Student Handbook and making it available in the campus library, and the District Administration Building in an effort to build parent Engagement. Spanish translation of all documents are available upon request.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents of diverse backgrounds will have an easy access to all communication and campus events. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 211-Title IA				

Strategy 6 Details	Reviews			
Strategy 6: Open House Parent/Teacher conference Literacy Night, Math Night, Multicultural Night Holiday Performances/ Grade level Performances	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Faculty and staff will offer after school activities for all students.	Formative			Summative
	Nov	Jan	Mar	June
ESF Levers: Lever 3: Positive School Culture				
No Progress · Accomplished · Continue/Modify · Discontinue				

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Goal 4: KELES 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 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:** - 255-Title IIA, - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide opportunities for campus administrators, teachers, counselors, paraprofessionals and librarians to attend research based training in order to build capacity and meet their professional needs. **Strategy's Expected Result/Impact:** Increased number of highly qualified staff members. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA, - 211-Title IA, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide appropriate training opportunities on how to access and use district curriculum resources in order to promote effective and targeted lesson planning. **Strategy's Expected Result/Impact:** Teachers' knowledge of instructional resources available to collaborate with the team during planning. **Staff Responsible for Monitoring:** Curriculum Specialists Academic Coaches Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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2022-2023 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	Emily Urbin	3rd
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
Classroom Teacher	Alan Jimenez	First Grade Teacher/ DEIC Representative

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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	Alex Milligan	4th
Classroom Teacher	Jill Gonzales	PE
Classroom Teacher	Jennie Hernandez	4th

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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	Irene Alhamra	4th
Classroom Teacher	Flor Herrera	SE
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	Emily Urbin	3rd
Classroom Teacher	Tasha Rehm	KG
Classroom Teacher	Rosanna Blest	1st
Classroom Teacher	Elissa Cox	SE
Nurse	Casey Gillikin	Nurse
Classroom Teacher	Jenny LeBlanc	SE
Classroom Teacher	Sandra Ontiveros	2nd
Classroom Teacher	Rachel Hernandez	4th

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Social Studies Vertical Team

Committee Role	Name	Position
Classroom Teacher	Kaitlyn Ashley	KG
Classroom Teacher	Rochelle Murray	1st
Classroom Teacher	Jia Copeland	2nd
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

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Campus Funding Summary

211-Title IA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
4	1	2			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

Local Funding					
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	1	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
IDEA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$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

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Dickinson Independent School District

Louis G. Lobit Elementary

2022-2023 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 if 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

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.

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.

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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 consistant 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 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.

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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.

Curriculum, Instruction, and Assessment Strengths

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- Comprehensive district scope and sequence and planned units
- Data from STAR, STAAR, and CBA's, DRA and Woodcock-Munoz testing.
- Weekly PLCs with eacdh grade level
- Power PLCs
- Implementation and instruction provided to teachers on Balanced Literacy
- Prime Time
- Balanced Literacy
- Data monitored on the Dgital 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.

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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

Problem Statements Identifying Parent and Community Engagement Needs

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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
- The auxiliary schedule allows student to rotate through the lab at least once a week
- Fast Forward program for all students
- MAP tesing for all students
- Online Interim Assessments

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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 infastructure to support the additional devices, as well as funds to purchase additional devices.

Priority Problem Statements

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 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 infastructure to support the additional devices, as well as funds to purchase additional devices.

Problem Statement 7 Areas: Technology

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 6: We need to continue to explore ways to ensure consistent parent communication.

Root Cause 6:

Problem Statement 6 Areas: Parent and Community Engagement

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Problem Statement 1: The quality of TIER 1 instruction is not consistant across the campus.

Root Cause 1:

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

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

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

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.

High Priority

Evaluation Data Sources: M CLASS
MAP
STAAR
TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 255-Title IIA, - 211-Title IA, - 199-SCE, - Local Funding, - 263-Title IIIA				518

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding, - 255-Title IIA				519

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA, - 199-SCE				520

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math				521

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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.

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.	Formative			Summative
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 **- TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June 523

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.	Formative			Summative
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Instructional Coaches Administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 199-SCE	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** Title Funds to pay for training - 255-Title IIA				524

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE				525

 No Progress  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.

High Priority

Evaluation Data Sources: STAAR
TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA, - 199-SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				527

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE				

 No Progress  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.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

529

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.

High Priority

Evaluation Data Sources: IEP Goals
STAAR
STAAR Alternate

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				530

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress


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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction **Staff Responsible for Monitoring:** Administrators Counselor Instructional Coaches **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				531

Strategy 2 Details	Reviews			
Strategy 2: Teachers will actively participate in PLC meetings that are focused on instruction and student improvement.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction **Staff Responsible for Monitoring:** Administrators Instructional Coaches Classroom Teachers				

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.	Formative			Summative
	Nov	Jan	Mar	June
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				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Enhanced PLC and planning of TIER 1 instruction **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers Administrators				

Strategy 5 Details	Reviews			
Strategy 5: Students will have direct access to district approved online reading and math programs which support classroom instruction.	Formative			Summative
	Nov	Jan	Mar	June
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 **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				533

No Progress


Accomplished

Continue/Modify

Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				534

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

535

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. Some staff will get additional training in each of these areas by outside trainers.

Evaluation Data Sources: Restorative Practices
No Place For Hate
Red Ribbon Week
Project Wisdom
Standard Response Protocol
SEL Training

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				536

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress


Accomplished

Continue/Modify

Discontinue

537

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.	Formative			Summative
Strategy's Expected Result/Impact: Increased opportunities for movement Increased focus in the classrooms. **Staff Responsible for Monitoring:** Teachers	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.	Formative			Summative
Strategy's Expected Result/Impact: Increased opportunities for movement Increased self-esteem Increased relationships **Staff Responsible for Monitoring:** Teacher Principal	Nov	Jan	Mar	June
				538

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.	Formative			Summative
Strategy's Expected Result/Impact: Increased physical fitness opportunities **Staff Responsible for Monitoring:** PE Teachers Principal	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.	Formative			Summative
Strategy's Expected Result/Impact: Increased physical fitness opportunities Increased healthy choices	Nov	Jan	Mar	June

Staff Responsible for Monitoring: PE Coaches Administrators SHAC Representative				

 No Progress  Accomplished  Continue/Modify  Discontinue

539

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress | 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				542

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				544

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				547

 No Progress  Accomplished  Continue/Modify  Discontinue

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.	Formative			Summative
Strategy's Expected Result/Impact: Increased building maintenance **Staff Responsible for Monitoring:** School Secretary Campus Staff	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.	Formative			Summative
Strategy's Expected Result/Impact: Increased building maintenance **Staff Responsible for Monitoring:** Administrators Custodial Staff	Nov	Jan	Mar	June
				548

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.	Formative			Summative
Strategy's Expected Result/Impact: Increased building maintenance Improved access to supplies and materials **Staff Responsible for Monitoring:** Campus Principal	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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Decreased energy costs
Staff Responsible for Monitoring: Campus Administrators
District Energy Administrators

 No Progress  Accomplished  Continue/Modify  Discontinue

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State Compensatory

Budget for Louis G. Lobit Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4.98
Brief Description of SCE Services and/or Programs

Personnel for Louis G. Lobit Elementary

Name	Position	FTE
Allen, J	Social Worker	0.08
Butler, S.	Instructional Coach	1
Demunbrun, C	Instructional Support	1
Dunham, A	Instructional Support	1
Lopez, C.	Instructional Support Paraprofessional	1
Matranga, M.	Instructional Support	0.9

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Title I Personnel

Name	Position	Program	FTE
Rolla, A	Instructional Coach		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			$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

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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
1	1	2			$0.00

263-Title IIIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
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

Dickinson Independent School District

San Leon Elementary School

2022-2023 Campus Improvement Plan

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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 663 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 3.11% African-American, 1.24% Asian, 41.52% Anglo, 50.08% Hispanic, 50.54% male and 49.46% female with a low socioeconomic status of 80.72%. The staff population is 2.1% African-American, 66.7% Anglo, and 27.1% Hispanic, and 4.2% male and 95.8% female with an average of 8.9 years of experience.

The overall mobility rate for the campus is approximately 14.6%, with a drop-out rate of 0%. The average daily attendance rate for students is 91.6%. The average daily attendance rate for staff is 90.5%. The district goal is 98%. There are a total of 30 discipline referrals this year.

San Leon Elementary Campus serves 281 English Language Learner students (42.38%), 34 students in the Gifted and Talented program (5.12%), 17 (2.64%) students identified for 504 services, 98 students served through special education services (15.24%). We currently have 12 (1.87%) 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 91.6% **Root Cause:** Some students and parents do not see the importance of regular school attendance. Many absences were due to COVID-19 Pandemic.

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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 mCLASS, MAP, CAs, and Interim Assessments. In order to monitor for Domain 2, we will focus on growth in all student groups. The data keeps us focused on our areas of weakness and helps us to meet individual student needs.

Student Achievement Summary

Reading 2022 STAAR:

Approaches: 65%
Meets: 43%
Masters: 20%

Math 2022 STAAR:

Approaches: 59%
Meets: 31%
Masters: 10%

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-

Student Achievement Strengths

Please see 2020-21 TAPR for additional information

- 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%.

2019-20:

A-F Accountability Rating: B

Distinction Designations:

- **Academic Growth**
- **Post-Secondary Readiness**
- **Closing the Gaps**

2020-21:

A-F Accountability Rating: Not Rated Declared State of Disaster

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.

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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 91.6%. The district goal of 98% was not met. Teacher and staff attendance was 90.5% 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are fully certified and teaching within their certification limits. Weekly walkthroughs 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. Walkthroughs 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 Work, Schoology, and Special Education training provided by the District. Implementation will be monitored by administrative walkthroughs and ongoing campus staff development. In Addition, San Leon Elementary will contintue to be an AVID campus. 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, Interim Assessments, MAP, and mCLASS 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 mCLASS and MAP math and reading, STAAR, and CAs, GR, and TELPAS.
- Weekly CTT meetings to discuss data and instruction
- Power CTTs each 9-weeks to discuss data and instruction
- Implementation and instruction provided to teachers on Balanced Literacy

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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 RLA program is needed in order for students to fill learning gaps and participate in distance learning . **Root Cause:** COVID-19

Problem Statement 6 (Prioritized): CTT 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 instructional coaches and interventionists. 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
- Community Health Network

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DISD maintains a district website as well as campus websites for all campuses. The DISD Education Support Center (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 CTTs. 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 CTTs utilizing the PLC process
- 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 91.6%
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 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: Inability to recruit and hire bilingual teachers.
Root Cause 7: Limited number of interested and/or qualified applicants.
Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

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Problem Statement 10: Students need Tier 1 instruction aligned to standards using planning guide.
Root Cause 10: District resources are underutilized and PLC time is not efficiently used.
Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Social Media is underutilized by parents.
Root Cause 15: Parents have limited data/internet access.
Problem Statement 15 Areas: Parent and Community Engagement

Problem Statement 18: Teachers need to be provided with professional development that allows them to meet their personal and student growth goals.
Root Cause 18: Limited opportunities for summer training and lack of time during the school year.
Problem Statement 18 Areas: School Context and Organization

Problem Statement 20: More student Chromebooks are needed to implement the appropriate curriculum and technology resources.
Root Cause 20: Money needs to be budgeted in this area.
Problem Statement 20 Areas: Technology

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 8: Academic Coaches continue to be a need on campus to coach teachers and intervene with students.

Root Cause 8: Lack of time due to need and other responsibilities.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: A comprehensive writing and phonics program is needed for all students K-4.

Root Cause 11: Teachers are using pieces of different programs.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: Continue to improve and expand parent academic learning opportunities.

Root Cause 16: It is difficult to draw parents into the school for academic opportunities.

Problem Statement 16 Areas: Parent and Community Engagement

Problem Statement 19: Utilize District Instructional Specialists to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivery is focused and on target for student success.

Root Cause 19: Teachers need guidance with the district scope and sequence and TEKS.

Problem Statement 19 Areas: School Context and Organization

Problem Statement 21: Students do not have access to the internet and/or a device at home.

Root Cause 21: Poverty

Problem Statement 21 Areas: Technology

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

Problem Statement 9: Ongoing training is needed to provide more effective delivery of instruction.

Root Cause 9: Lack of time during the school year and lack of substitutes to provide coverage for training during the day.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: All students need to be reading at or above grade level at the end of second grade.
Root Cause 12: Individualized intervention in kindergarten and first grade is inconsistent.
Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 17: Due to the high level of low socioeconomic status, additional resources are needed to assist families.
Root Cause 17: Lack of parent training and resources.
Problem Statement 17 Areas: Parent and Community Engagement

Problem Statement 22: Difficulty scheduling student computer access to supplemental reading and math programs and Google classroom.
Root Cause 22: Lack of Chromebooks.
Problem Statement 22 Areas: Technology

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 13: Instruction needs to be aligned with individual student needs.
Root Cause 13: Teachers need training in UDL.
Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

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Problem Statement 14: A personalized web-based RLA program is needed in order for students to fill learning gaps and participate in distance learning .
Root Cause 14: COVID-19
Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 23: CTT time is ineffective.
Root Cause 23: More training is needed for leadership team and teachers.
Problem Statement 23 Areas: Curriculum, Instruction, and Assessment

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, all students will show at least one year's growth in scores in math and reading.

Evaluation Data Sources: MAP, mClass, CAs, Classroom Observations, Interim Assessments, and STAAR results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional Coaches, Interventionists, and paraprofessionals will: -provide intervention and support for at-risk students -Instructional Coaches will plan, model, observe and evaluate lessons -Interventionists and paraprofessionals will provide research based interventions for all students including those at-risk , EB, Special Education, and GT students. -Instructional Coaches will also provide strategic professional development in reading and math and provide support with district approved resources. **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 **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding, - 199-SCE, - Special Programs, - 263-Title IIIA				572

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Faculty, Staff, Counselor, and Administrators will be trained in research based best practices and to improve student success in all academic subjects. Some training may require travel. Some travel may be virtual. **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 **Additional Targeted Support Strategy** **Funding Sources:** Outside Professional Development - 211-Title IA, - Outside Agency, - Special Programs, - 255-Title IIA, - 263-Title IIIA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will analyze and use student data to focus instruction and construct lesson plans. Instructional Coaches will assist teachers through weekly CTT meetings and Quarterly Power CTT meetings using Lead4Ward resources. **Strategy's Expected Result/Impact:** Benchmark data conferences. AWARE data. STAAR results. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists **Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				573

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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 **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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 **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA, - Special Programs				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 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 **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding, - 255-Title IIA, - IDEA A				574

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Instructional Coaches will model rigorous lessons, facilitate peer observations, and provide 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 **Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Increase in college and career awareness and improved organizational skills. **Staff Responsible for Monitoring:** Administrators Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: 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				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: MAP (2-4) and mClass (K-1) 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				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: 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				

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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA				577

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** mClass MAP STAAR Running Records Guided Reading Groups Teacher Sign In sheets **Staff Responsible for Monitoring:** Teachers **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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, CAs, and STAAR. **Staff Responsible for Monitoring:** Teachers **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding				578

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 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 **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

580

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, 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.	Formative			Summative
Strategy's Expected Result/Impact: CAs, MAP, STAAR Classroom environment	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Coaches Teachers **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Instructional Coaches will model for and coach teachers as needed with the implementation of math TEKS	Formative			Summative
Strategy's Expected Result/Impact: Classroom environment, student progress, mClass, MAP, STAAR Assessment results	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
Strategy 3: Continue to provide student access to instructional materials (i.e. Lone Star Problem Solving, Countdown to STAAR) in order to provide teachers with resources that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: STAAR test results, CBA and benchmark data. **Staff Responsible for Monitoring:** Principal Instructional Coaches Classroom Teachers **Additional Targeted Support Strategy** **Funding Sources:** - 199-SCE - 199-6-11-108-1140-6300, - 211-Title IA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will be given opportunities to attend research based training supporting our math curriculum and instruction. Some training may require travel. Some training may be virtual. **Strategy's Expected Result/Impact:** Quality of planning and instruction will increase. Assessment scores will improve. **Staff Responsible for Monitoring:** Principal Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

582

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 EB student and help them advance their English language acquisition so that each EB student advances at least one TELPAS level each year and meets minimum STAAR standards.

Evaluation Data Sources: TELPAS
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Purchase additional technology for classroom use and monitor student programs.	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Evidence of ELPS implementation will be in lesson plans, in room, and demonstrated daily.	Formative			Summative
Strategy's Expected Result/Impact: Increase in TELPAS, STAAR ELL results, PBMAS **Staff Responsible for Monitoring:** Teacher	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.	Formative			Summative
Strategy's Expected Result/Impact: TELPAS STAAR CA LiAG **Staff Responsible for Monitoring:** Teachers	Nov	Jan	Mar	June
				584

Strategy 6 Details	Reviews			
Strategy 6: Implement dual language in PK-3. Training, curriculum, and supplies will be provided to teachers and students to support learning in English and Spanish.	Formative			Summative
Strategy's Expected Result/Impact: Students will increase language skills in English and Spanish. **Staff Responsible for Monitoring:** Teachers	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Teachers will review TELPAS proficiency levels from previous year in Reading, Writing, Listening, and Speaking and monitor ELL progress throughout the year in all areas.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CAs, TELPAS and	Nov	Jan	Mar	June

STAAR. **Staff Responsible for Monitoring:** Teachers **Targeted Support Strategy**				

 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 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers, staff, counselors, and administrators 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide monthly guidance lessons with the counselor. **Strategy's Expected Result/Impact:** Teach character education and conflict resolution. **Staff Responsible for Monitoring:** Teachers Counselor				

0% No Progress 100% Accomplished Continue/Modify Discontinue

587

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				588

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to promote Anti-Bullying program campus wide (Unity Day, No Place for Hate), 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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 full day PK students and all K-4 students will will participate in physical education class.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of student schedule; Fitness Gram results.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Physical Education Teacher				

Strategy 2 Details	Reviews			
Strategy 2: All PK students will participate in daily recess.	Formative			Summative
Strategy's Expected Result/Impact: Master Schedule	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Students will have the opportunity to participate in The Daily Mile and The Mile Club.	Formative			Summative
Strategy's Expected Result/Impact: Increased attention during instruction. Improved physical fitness.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers PE Teacher				

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: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				592

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student achievement data Parent Surveys **Staff Responsible for Monitoring:** Teachers Instructional Coaches Administrators **Funding Sources:** - 211-Title IA				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Conference logs Increased parent involvement Increased student achievement **Staff Responsible for Monitoring:** Teachers Instructional Coaches				

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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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Attendance at meetings. Parent surveys. Parent complaints. **Staff Responsible for Monitoring:** District and Campus Administrators **Funding Sources:** - Local Funding				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student success Increased parent engagement **Staff Responsible for Monitoring:** Administrators Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 Meet the Teacher Parent Orientation Junior Astronomers 2nd Grade Music Program Book Character Parade Parent Conferences Junior Astronomers K-2 Field Day 3rd Grade Music Program 3-4 Field Day Thanksgiving Luncheon TBD by District Literacy Night 4th Grade Music Program Open House 1st Grade Music Program Kindergarten Music Program **Strategy's Expected Result/Impact:** Increased Parent Engagement. **Staff Responsible for Monitoring:** Administrators				594

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				596

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

State Compensatory

Budget for San Leon Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.97
Brief Description of SCE Services and/or Programs

Personnel for San Leon Elementary School

Name	Position	FTE
Allen, J	Social Worker	0.07
Burkhardt, C	Instructional Support	0.9
Jarmack, C.	Instructional Support Paraprofessional	1
Legrand, C.	Instructional Support Paraprofessional	1

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Title I Personnel

Name	Position	Program	FTE
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	5			$0.00
1	1	6			$0.00
1	1	12			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	6			$0.00
1	3	3			$0.00
1	4	3			$0.00
2	1	1			$0.00
2	1	2			$0.00
3	1	3			$0.00
3	1	7			$0.00
5	1	2			$0.00
				Sub-Total	$0.00

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255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	5			$0.00
1	1	6			$0.00
4	1	2			$0.00
4	1	3			$0.00
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	5			$0.00
1	1	6			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	4	3			$0.00
2	1	2			$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

263-Title IIIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	5			$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	5			$0.00
				Sub-Total	$0.00

IDEA A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$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
1	1	7			$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
2	1	1		287	$0.00
				Sub-Total	$0.00

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

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

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

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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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						
	Actions					**Responsible**	**Evidence**	
	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.						611	
	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: (○) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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						
	Actions					**Responsible**	**Evidence**	
	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.							612
	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.							613
	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.							614
	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: (○) 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).							

Progress Measures: (○) 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.						616	
	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: (○) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

Dickinson Independent School District

Barber Middle School

2022-2023 Campus Improvement Plan



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Mission Statement

The mission of Barber Middle School is to ensure that all students achieve at high levels and feel a sense of belonging to our school.

Vision

Every student has value, can learn at high levels, and will be provided opportunities for social, emotional, and academic growth. We are committed to continually increasing our own effectiveness, thereby increasing student achievement.

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 our 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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- Goal 5: DISD will provide operational services to support the success of student learning. 52

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- Budget for Barber Middle School 55
- Personnel for Barber Middle School 55

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Comprehensive Needs Assessment

Revised/Approved: April 13, 2022

Demographics

Demographics Summary

Leader: Elizabeth Loupe

Committee members: Callie Harmon, Susan McKeon, Tanya Morris, Anthony Murphy, Jennifer Overton, Zylia Stearns

Date: April 13, 2022

Summary:

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 594 students in grades 5 and 6, of which 65% of them are considered economically disadvantaged. Our student body is made up of 49.91% female and 50.09% male. Broken down by ethnicity the student populations are as follows: 304 Hispanic (51%), 199 White (34%), 62 African American (10%), 11 Two or more (0.02%), 15 Asian (0.025%), 1 American Indian - Alaskan Native (0.002%), 379 Economically Disadvantaged (65%). The average daily attendance rate for students is 95%.

620

There were a total of 116 discipline referrals from August 2021 to March 2022. Referral rates by demographics are 55% Hispanic, 18% White, 24% African American, and less than 1% for multiracial and Asian. Breaking our data down by number of offenses we have 90% of our students who have not received a write up. We have 22 students who have one referral, 5 students who have received 2 referrals, 6 students who have 3 referrals, and only 2 students who have received four referrals.

John and Shamarion Barber Middle School Campus serves 207 At-Risk students, 45 504 students, 95 Special Education students, 107 Gifted students, and 193 STEM students. Our campus is in its 7th year of implementation of the STEM program.

Our teacher demographics are varied as well. We have approximately 49 teachers on campus. At Barber 11.9% of teachers have 20 or more years of experience, 47.6% with 11-20 years of experience, 26.2% with 6-10 years of experience, and only 14.3% with 5 or less years of experience. In addition to teachers initial certification we have 32 with ESL, 13 with Gifted and Talented, 13 with SPED, and 2 with Bilingual certifications.

Campus : John And Shamarion Barber Middle

5651 Fm 517 E
Dickinson, TX 77539
(281) 229-6900 Phone
(281) 229-6901 Fax

District Information
Offers the ASVAB test

Programs of Study
More

(002) - Advanced Manufacturing and Machinery Mechanics
(003) - Agribusiness
(004) - Animal Science

Gifted and Talented Programs
(01) - Pull-out
(04) - Full-time inclusion

Administration (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

Principal	Lindsey Suarez

School Population (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Student Total	585	100%
5th Grade	253	43.25%
6th Grade	332	56.75%

Student Demographics (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Gender		
Female	292	49.91%
Male	293	50.09%

Special Services (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	2.20%

Ethnicity		
Hispanic-Latino	302	51.62%
Race		
American Indian - Alaskan Native	1	0.17%
Asian	16	2.73%
Black - African American	60	10.26%
Native Hawaiian - Pacific Islander	2	0.34%
White	193	32.99%
Two-or-More	11	1.88%

Student by Program (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Emergent Bilingual (EB)	122	20.85%
Bilingual	0	0.00%
English as a Second Language (ESL)	44	7.52%
Alternative Bilingual Language Program	72	12.31%
Alternative ESL Language Program	0	0.00%
Gifted and Talented	107	18.29%
Special Education (SPED)	91	15.56%
Title I Participation	585	100.00%
Dyslexia	48	8.21%
Economic Disadvantage		
Economic Disadvantage Total	379	64.79%

Other health impairment	11	12.09%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	10.99%
Emotional disturbance	7	7.69%
Learning disability	41	45.05%
Speech impairment	8	8.79%
Autism	12	13.19%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	8	8.79%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	55	60.44%
Resource Room	15	16.48%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	13	14.29%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

622

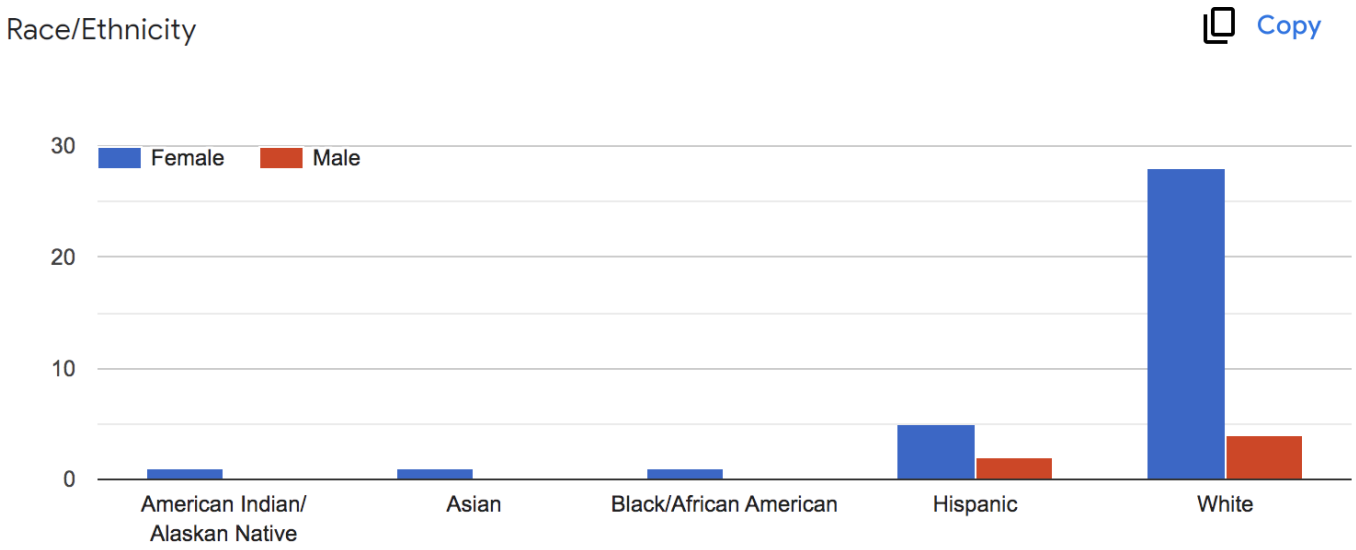
Free Meals	344	58.80%
Reduced-Price Meals	34	5.81%
Other Economic Disadvantage	1	0.17%
Homeless Statuses		
Homeless Status Total	6	1.03%
Shelter	3	0.51%
Doubled Up	3	0.51%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Staff Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Administrative Support	17	22.08%
Teacher	46	59.74%
Educational Aide	14	18.18%
Auxiliary	0	0.00%

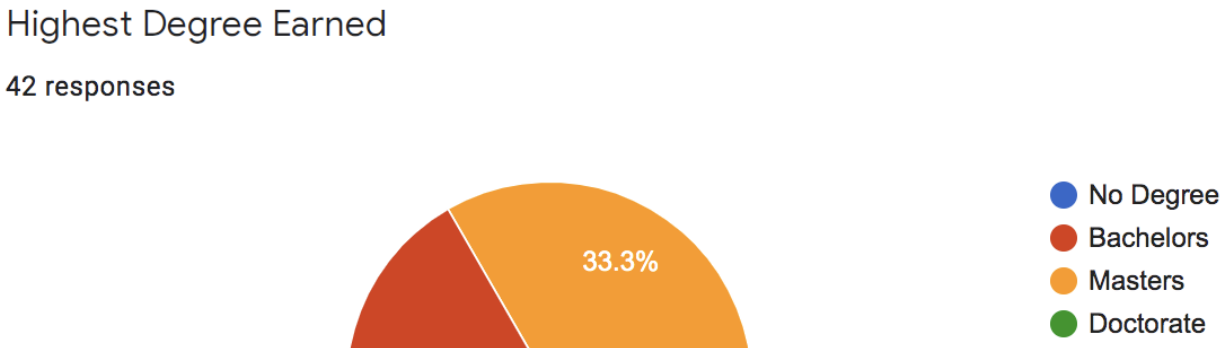
Other Student Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
At-Risk	207	35.38%
Title I Homeless	0	0.00%
Immigrant	8	1.37%
Migrant	0	0.00%
Military Connected	6	1.03%
Foster Care	0	0.00%

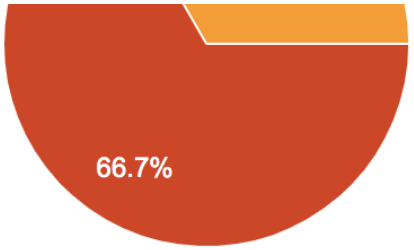
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	46	7.86%
Intervention Indicator	54	9.23%
IEP Continuer	0	0.00%
Transfer In Students	20	3.4188%

Teacher Demographics



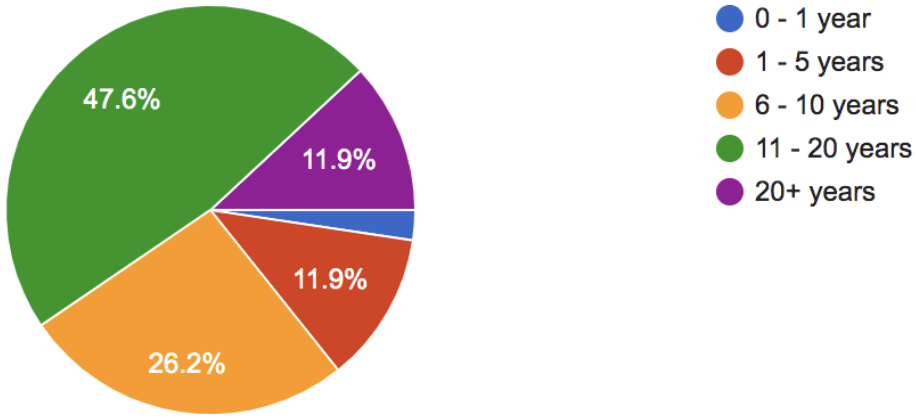
623





Years of Experience

42 responses

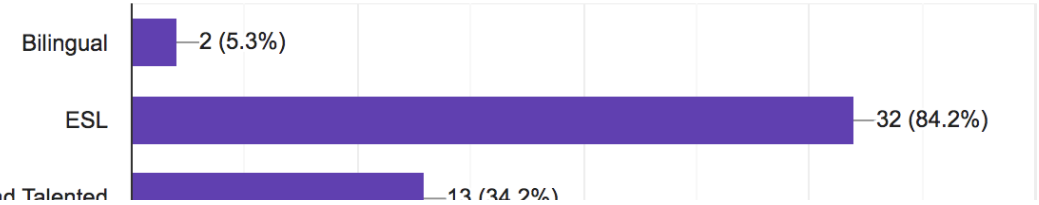


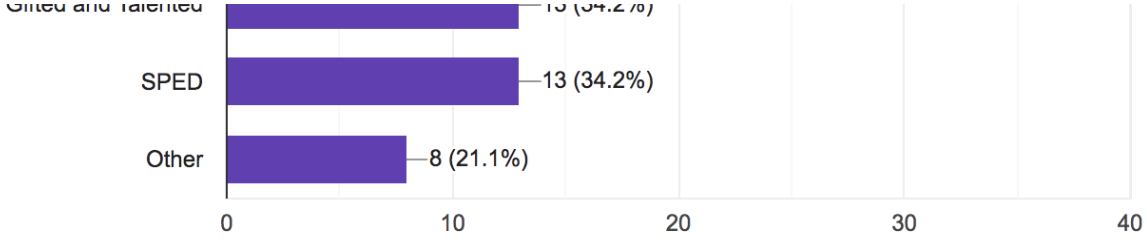
624

Additional Certifications (not your initial certification)

Copy

38 responses





Demographics 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

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- 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

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.

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Student Achievement

Student Achievement Summary

Leader: Melody Smith

Committee Members: Jacqueline Cardenas, Barbara Erdberg, Shanda Gracia, Barbara McIndoe, Betty McCulloch, Tisha McPherson

Date Committee Met: April 13, 2022

Summary:

During the 2021-22 school year, student achievement was evaluated using the following data: STAAR 2020-21, MAP testing, Interim data, and Common Assessments. When comparing 2020-21 STAAR data to STAAR 2018-19, students maintained or made growth in all subjects and grades. Despite the COVID 19 pandemic, students continuously make progress. When comparing student scores on STAAR last year to Spring Interim this year, students are making growth in 5th and 6th grade Math and Reading in all reporting categories. The majority of students scored within the high to medium range on the Interim tests. Staff members will utilize Interim data to provide interventions and extensions to meet the needs of all students.

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While overall, 6th and 5th grade students are maintaining or improving in both math and reading, there is a significant gap between the performance of our overall population and that of our students that receive special education services as well as our students that receive linguistic support. Teachers will continue to work within the professional learning community to provide multiple layers of support through the AVID intervention, small group instruction, guided reading, LLI, and web-based programs to allow for differentiated instruction.

Student Achievement Strengths

- 4th Math STAAR 67% approaches, 37% meets, 22% masters to 5th Spring Math Interim 70% approaches, 39% meets, 19% masters
- 4th Reading STAAR 56% approaches, 24% meets, 12% masters to 5th Spring Reading Interim 62% approaches, 36% meets, 18% masters
- No growth measure for Science, but in the region 44% approaches, 21% meets, 10% masters and Barber was at 50% approaches, 23% meets, 9% masters
- 5th Math STAAR 78% approaches, 55% meets, 31% approaches to 6th Spring Math Interim 79% approaches, 57% meets, 37% masters
- 5th Reading STAAR 70% approaches, 52% meets, 35% masters to 6th Spring Reading Interim 71% approaches, 48% meets, 28% masters
- Without STEM 5th Reading STAAR 57% approaches, 32% meets, 18% masters to 6th Spring Reading Interim 58% approaches, 31% meets, 14% masters

- Continue to close the achievement gap between ALL students and subpopulations
- 58% of 5th and 6th grade students made growth on Map Math
- 67% of 5th grade students made growth on MAP Reading
- 53% of 5th grade students made growth on MAP Reading
- Significant growth from Fall Interim to Spring Interim in all grades and subjects
- 2018-2019 STAAR compared to 2020-2021 STAAR showed performance at or above in all grades in content areas despite COVID 19
- Common Formative Assessment data is utilized weekly to intervene frequently
- 2020-2021 TELPAS data was utilized to create intervention groups for the spring semester
- After School tutorials were provided for students who met the HB 4545 requirements
- Campus wide intervention time was provided to provide students with accelerated instruction and extension
- Significant decrease in students failing their core classes each 9 weeks
- Small group instruction provided in class based on CFA data
- Tier 3 interventions provided by strategically creating schedules to utilize instructional support staff (coaches and paraprofessionals) 628

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students receiving services through Special Education are performing 15-20% below ALL students. **Root Cause:** Teachers do not have a clear understanding of each individual student's strengths and weaknesses according to the FIE. These students are also struggling in more than one content area which decreases the amount of intervention time for each subject.

Problem Statement 2: Students receiving Linguistic support perform significantly lower than non-LEP students in all content areas and grade levels. **Root Cause:** Lack of resources that adequately prepare and provide linguistic accommodations.

School Culture and Climate

School Culture and Climate Summary

Leader: Alex Tews

Date: April 13, 2022

Committee Members: Andrea Mooney, Sheri Strickland, Alyssa Traywick, Kimmi White, Tracy Whitley, Justin Wilson

Summary: End of year surveys were sent out to teachers 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 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 (as seen in the suggestions below).

School Culture and Climate Strengths

- Campus-wide routines are clearly communicated (89% of staff agree)
- Procedures are efficient and school runs smoothly (96%)
- Discipline referrals are dealt with timely and appropriately
- Timely feedback from admin after observations
- Administration communicates effectively to staff
- Staff feels supported by administration
- Staff feel supported by Library staff
- Staff feel supported by counselor
- Professional Learning is effective, relevant, and practical for implementation
- Instructional coaches meet needs and are very approachable
- Parent communication is strong

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Most students are unable to successfully manage conflict resolutions without the help of staff. **Root Cause:** Students depend almost entirely on teachers and counselors to resolve conflicts for them.

Problem Statement 2: AVID intervention structure could be re-examined for opportunities to maximize its effectiveness in student growth. **Root Cause:** Students who habitually arrive late to school regularly miss out on parts of AVID intervention time in the morning 5th & 6th grade having intervention time on the same schedule makes it difficult for academic coaches to work consistently with both grade level's intervention groups.

630

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: Apr 23, 2022

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 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

- 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
- Implementation of both content and conference team planning

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Some teachers are experiencing higher rates of burnout and leave the field due to consistently poor student behavior and lack of parent involvement. **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.

632

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Christy Littleton

Committee Members: Rakeisha Walker, Alberto Lujan, Rina White, Christy Lynn, Kishwar Qureshi

Date Committee Met: April 13, 2022

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. 107 Gifted and Talented students follow an Honors curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum. The 2021-2022 school year marked the sixth year of the STEM program at Barber Middle School with 87 fifth graders and 106 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 work with PLC@Work and Solution Tree. It 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 interim testing and MAP testing, and using common assessments in the classroom to guide instruction.

Teachers, instructional coaches, interventionists, and bilingual/special education support staff analyze common formative assessments, summative assessments, MAP testing, interim testing, and state testing as well as informal assessments to identify the needs of students. Teams complete a Content Team Data Analysis document and plan intervention and extension accordingly. Small groups held during class are selected based on these needs. Struggling students also receive Tier 2 Intervention, instructional interventionist support, Leveled Literacy Intervention, ST Math, and guided reading.

Curriculum, Instruction, and Assessment Strengths

- Common formative assessment implementation
- Data analysis protocols
- Chromebook carts in every classroom
- Schoology
- ST Math - math intervention
- Consistency with LLI
- Intentional planning focused on 4 PLC questions
- Interdisciplinary support within college conference teams
- Improved morning intervention time
- Access to a variety of resources - more than ever before
- Multiple instructional strategies provided during professional learning
- Pop-In PDs led by curriculum specialists
- Participation in PLC @ Work
- Mining for gold
- Identified essential standards to guide instruction
- Career Day

634

- College tours on Monday
- Literacy Night/Bilingual Literacy Night
- STEM - personality/strength assessment for potential career types
- Math & Science Night
- Smaller class sizes have helped Tier 2 instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Tier 2 Intervention, small group instruction in the classroom based on data, is not happening consistently and to fidelity. Thus, many times the intervention and extension students need does not happen **Root Cause:** There are still misconceptions about what small group intervention is and how it should look. There is lack of training for some teachers which leads to low teacher self-efficacy in this area of education. Finally, classroom management issues leave teachers hesitant to attempt tier 2 intervention.

Problem Statement 2: Students miss Tier 1 instruction in science and social studies in order to go to reading and math intervention **Root Cause:** There is not a designated time in the master schedule to pull for tier 3 intervention that does not interrupt tier 1 instruction. Additionally, we do not utilize space or support in a way that alleviates this problem.

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Parent and Community Engagement

Parent and Community Engagement Summary

Leader: Melissa Carpenter

Committee Members: Elizabeth Brown, Sandra Cavazos, Crystal Pilcher, Rumaldo Saenz, Karen Smith, Laura Teatsworth

Date Committee Met: April 13, 2022

Summary:

This school year we experienced an increase in parent engagement compared to last school year. We still saw less than 25% of our students' families. STEM and Pre-AP families have a higher participation rate than regular and special education families. Communication is provided in both English and Spanish on a monthly basis via email and the school website. We invite parents to participate on a volunteer basis on our site-based planning committees such as the Campus Improvement Committee. We have a strong partnership with members of our community. Several attend our school events and provide promotional items. Some meet with our students virtually to present on various topics. We will continue to reach out to all parents and allow opportunities for them to be involved here on campus and in their child's education. We will continue to request community involvement via guest appearances and mentorships.

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Parent and Community Engagement Strengths

- Great teacher retention
- Committed staff
- People generally feel welcomed
- Supportive administration
- Clear concise rules and expectations
- Safe & Civil works well to resolve problems
- STEM has a great turnout for all school functions

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Overall low participation for family events **Root Cause:** Event communication needs to be in more than one method and more frequent reminders. Family job schedules do not allow families to attend events at specific times. Some families do not have transportation to attend events. Some families may have students at multiple campuses.

Problem Statement 2: More STEM and Pre-AP family participation than general and special education **Root Cause:** Event communication needs to be in more than one method and more frequent reminders. Family job schedules do not allow families to attend events at specific times. Some families do not have transportation to attend events. Some families may have students at multiple campuses.

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School Context and Organization

School Context and Organization Summary

Leader: Jenna McClung

Committee Members: Amber Yokum, Allison Overton, Amanda Glaeser, Gina Surovik, Traci Zamarripa

Date Committee Met: April 13, 2022

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 is aligned with the Texas Essential Knowledge and Skills (TEKS) to promote student growth and college/career readiness. Daily operations including duty and master schedules are in place to ensure safety and maximum instructional time for students. District and campus initiatives such as AVID, scheduled daily intervention, Safe & Civil, and Solution Tree frameworks are led and attended by teacher and administrative leaders. These processes are to ensure that we maintain consistent school-wide procedures that align with district and campus goals. Staff members and administration collaborate to discuss needs, changes, and modifications to operating routines and procedures to strengthen the success of all students.

There were a total of 43 Safe & Civil concerns that were reported. The top 5 concerns were dismissal procedures (22%), hallways expectations (11%), restroom behaviors (11%), lunch procedures (11%) and teacher completion of attendance procedures (7%). Other concerns that were reported as a campus were: substitute plans, cellphones, breakfast in classrooms, morning dismissal, dress code, parent pick up in the office, awarding students, new student procedures, greeting students, tardiness, and nurse procedures. Each category represented less than 5% of the reports.

638

School Context and Organization Strengths

- Daily scheduled intervention time with content specific days and intentionally planned and use of all teachers and paraprofessionals to implement
- Safe & Civil is represented by a diverse group of school leaders to adjust needs according to campus feedback
- Teachers and students routinely set goals focussing on essential standards. Monitoring and celebrating progress individually and as a class.
- 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: Consistency among high-frequency misbehaviors, especially at dismissal and restrooms, needs to be streamlined. **Root Cause:** inconsistent corrections among teachers staff when students do not meet the expectation

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.

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Technology

Technology Summary

Leader: Chelsea Winters

Committee Members: Nicholas Glaeser, Ryan Janak

Date: April 13th, 2022

Summary: At Barber Middle School all content classes are equipped with classroom chromecarts to utilize for instruction. All classrooms have a teacher computer, document camera, projector, and Mimeo Board. Teachers have the option to check out laptops for personal use and professional development. It is our goal to continue to increase the number of reliable and updated devices for all classrooms on campus, including electives.There are also webcams available for virtual instruction, professional learning, and meetings. Teachers are familiar with Zoom, Classlink, Eduphoria, Skyward, and are using Schoology for digital instruction. Most teachers are integrating technology at a proficient level. However, we believe teachers should be using technology to enhance student learning and with appropriate training will be able to achieve an accomplished status.

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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: Technology equipment available for teacher instruction and resources is outdated. Example- teacher desktops. **Root Cause:** There is a lack of funding and a slow turnaround on technology replacements.

Problem Statement 2: There are 10 chromecarts that have outdated or damaged devices. **Root Cause:** COVID 19 distribution to DISD students and a lack of funding for replacement.

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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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

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Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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 rates of progress for each student group
- 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

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

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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
- Action research results

Goals

Revised/Approved: June 27, 2022

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

Performance Objective 1: During the 2022-23 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 PBMAS results for ELL and Special Education groups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will track their own data on mastery of essential standards 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 **- TEA Priorities:** Connect high school to career and college				645

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Content teams will conduct data analysis after each common formative assessment 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 **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will implement best-practice ELA strategies including We Write, KAT, and independent reading with individual conferences. Teachers in Social Studies classrooms support these literacy measures. Resources used include NewsELA, HMH, MAP, ABYDOS, Solution Tree, Seidlitz, TAMU, 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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Contracted Service Providers - 211-Title IA, Contracted Service Providers - 255-Title IIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				646

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers and support staff 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 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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 6 Details	Reviews			
Strategy 6: Reading support/intervention will be provided through LLI materials, MAP, and KAT/We Write.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: ELA teachers and coaches **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-SCE, - 211-Title IA, - IDEA B				

Strategy 7 Details	Reviews			
Strategy 7: Instructional interventionists will provide intervention for identified Tier 3 students and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction.	Formative			Summative
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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators **Funding Sources:** - 211-Title IA, - IDEA B				

Strategy 8 Details	Reviews			647
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, common formative assessments, and curriculum based assessments.	Formative			Summative
Strategy's Expected Result/Impact: Increased student performance in reading and writing, alignment of what is written, taught, and tested	Nov	Jan	Mar	June
Staff Responsible for Monitoring: ESC Curriculum specialists **Funding Sources:** - Local Funding				

Strategy 9 Details	Reviews			
Strategy 9: Students who do not meet standard on 5th grade STAAR Reading, Math, and/or Science will be provided with research-based interventions during the school day, as identified in each student's Accelerated Instruction Plan and House Bill 4545.	Formative			Summative
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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: ELA and Math Team leaders **Funding Sources:** - 199-SCE, - Local Funding				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Students identified with dyslexia will be served by teachers and dyslexia specialists who have participated in appropriate, targeted training for dyslexia instruction. **Strategy's Expected Result/Impact:** Reading level data (STaR, DRA). Student CBA and STAAR results. **Staff Responsible for Monitoring:** Dyslexia Specialist				

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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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/documented walk-through. Improved CBAs and STAAR results for all students and improved TELPAS results for ELLs. **Staff Responsible for Monitoring:** Instructional Staff **Funding Sources:** - 211-Title IA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All current instructional staff will be expected to have completed ELPs and Seven Steps Professional Learning by August 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 ELLs on STAAR reading, math, and science, **Staff Responsible for Monitoring:** Campus administrators **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA				650

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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.				

- **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

651

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 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. **Funding Sources:** - IDEA B, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA, - IDEA B, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding				

 No Progress  Accomplished  Continue/Modify  Discontinue

653

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				654

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will be provided with necessary supplies and resources to promote STEAM-focused activities including robotics. **Staff Responsible for Monitoring:** Campus and district administration, librarian, teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- ESF Levers:** Lever 3: Positive School Culture				

 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 2022-23 school year.

Evaluation Data Sources: Student attendance reports will indicate students have a 98% attendance rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				655

No Progress | Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: During the 2022-23 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				657

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				658

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

659

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				660

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			661
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: In March, 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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

662

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				665

 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: The number of BMS teachers who are ESL and GT certified will increase by 10% during the 2022-23 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				667

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers, administrators, and support staff will participate in ongoing professional learning through AVID, Lead4ward, Teach Like a Champion, TAMU, 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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Counselor and librarian 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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 2022-23 school year.

Evaluation Data Sources: Student products which incorporate technology; technology usage demonstrated in walkthroughs and observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus staff and technology integration specialist will provide technology training for teachers so that both students and teachers can increase proficiency in technology skills. **Strategy's Expected Result/Impact:** Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. **Staff Responsible for Monitoring:** Campus Technology Committee				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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				

 No Progress  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.	Formative			Summative
Strategy's Expected Result/Impact: Work orders entered and completed.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Secretary				

Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs.	Formative			Summative
Strategy's Expected Result/Impact: Work orders entered and completed.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators				

Strategy 3 Details	Reviews			670
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.	Formative			Summative
Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principal				

Strategy 4 Details	Reviews			
Strategy 4: BMS will focus on energy management and conservation to help reduce energy costs for the district.	Formative			Summative
Strategy's Expected Result/Impact: Reduce use and conserve energy	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administration, District Energy Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Barber Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.42
Brief Description of SCE Services and/or Programs

Personnel for Barber Middle School

Name	Position	FTE
Allen, J	Social Worker	0.08
Arredondo, N	Paraprofessional	0.17
Contreras, M	Instructional Support Paraprofessional	1
Jenkins, J	Paraprofessional	0.17
McClung, J.	Instructional Support	1

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Title I Personnel

Name	Position	Program	FTE
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

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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	7			$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
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
4	4	1			$0.00
4	4	2			$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				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	9			$0.00
				Sub-Total	$0.00

Outside Agency					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
3	2	8			$0.00
4	4	1			$0.00
				Sub-Total	$0.00

Dickinson Independent School District

Dunbar Middle School

2022-2023 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

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Children First!

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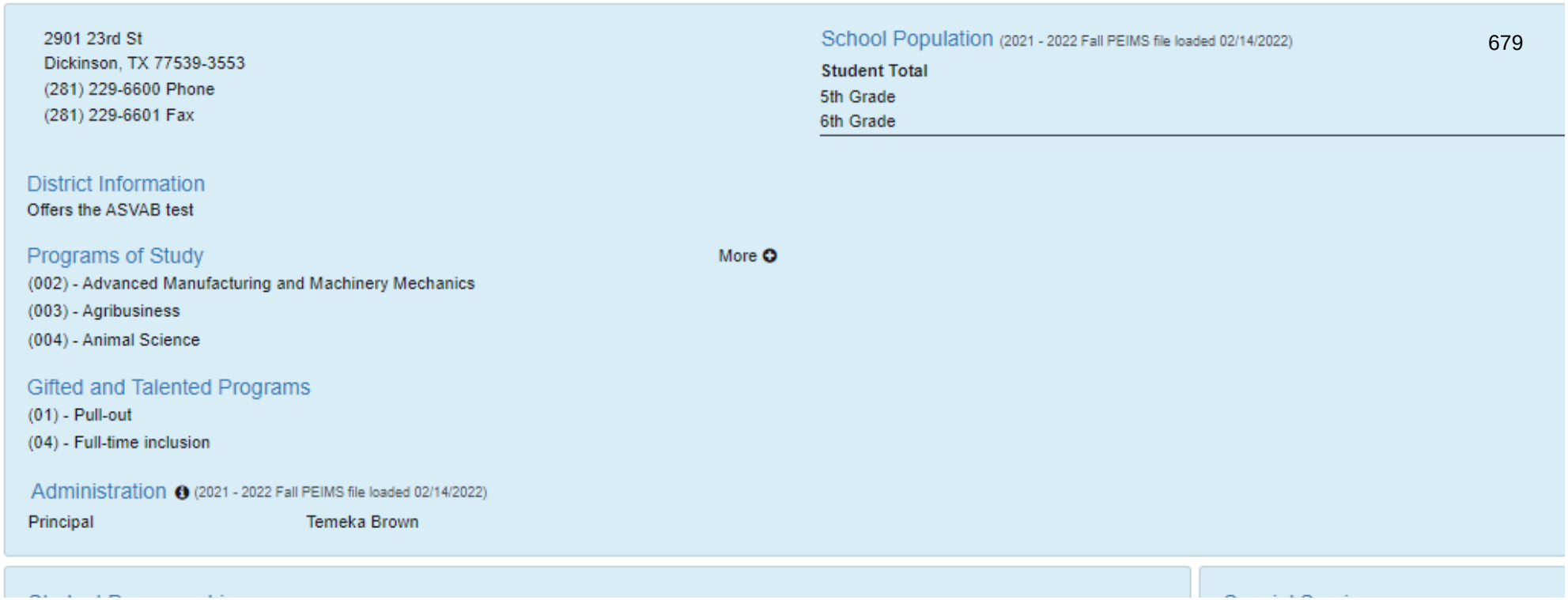
Comprehensive Needs Assessment

Revised/Approved: May 17, 2022

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 666 students in grades 5 and 6. The student populations are as follows 1.56% Asian, 16.41% African-American, 22.07% White, 57% Hispanic/Latino, 2.69% Multi-Race, 48% Female, and 52% Male, with a low socioeconomic status of 75%. The average daily attendance rate for students is 94%. Our staff has identified the area of classroom management as a need. Dunbar Middle School campus serves 61-504 students, 141-SpEd students, 42-GT students, and 212-ELL students.



Student Demographics (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Gender		
Female	315	47.30%
Male	351	52.70%
Ethnicity		
Hispanic-Latino	387	58.11%
Race		
American Indian - Alaskan Native	1	0.15%
Asian	10	1.50%
Black - African American	110	16.52%
Native Hawaiian - Pacific Islander	0	0.00%
White	140	21.02%
Two-or-More	18	2.70%

Special Services (2021 - 2022 Fall PEIMS file l

Primary Disabilities

No Disability
Orthopedic impairment
Other health impairment
Auditory impairment
Visual impairment
Deaf-Blind
Intellectual disability
Emotional disturbance
Learning disability
Speech impairment
Autism
Developmental delay
Traumatic brain injury
Noncategorical early childhood

Instructional Settings

Speech Therapy
Homebound
Hospital Class
Mainstream
Resource Room
VAC
Off Home Campus
State School
Residential Care
Self Contained
Full-Time Early Childhood
Nonpublic Day School

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Student by Program (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Emergent Bilingual (EB)	197	29.58%
Bilingual	0	0.00%
English as a Second Language (ESL)	81	12.16%
Alternative Bilingual Language Program	62	9.31%
Alternative ESL Language Program	39	5.86%
Gifted and Talented	41	6.16%
Special Education (SPED)	127	19.07%
Title I Participation	666	100.00%
Dyslexia	60	9.01%
Economic Disadvantage		
Economic Disadvantage Total	498	74.77%
Free Meals	468	70.27%
Reduced-Price Meals	28	4.20%
Other Economic Disadvantage	2	0.30%
Homeless Statuses		
Homeless Status Total	7	1.05%
Shelter	1	0.15%
Doubled Up	6	0.90%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Staff Information (2021 - 2022 Fall PEIMS file loa

Administrative Support
Teacher
Educational Aide
Auxiliary

Other Student Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
At-Risk	306	45.95%
Title I Homeless	0	0.00%
Immigrant	7	1.05%

Migrant	1	0.15%
Military Connected	12	1.80%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	53	7.96%
Intervention Indicator	86	12.91%
IEP Continuer	0	0.00%
Transfer In Students	7	1.0511%

Demographics Strengths

Campus Strengths:

-
    - Diverse student population
    - Many teachers are 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 Civil

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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:** Teachers are learning and adjusting to new researched based instructional strategies and need time to properly implement to see best results.

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.

Problem Statement 3: Classroom management is a concern among the highest serviced student population. **Root Cause:** Specific trainings, regarding classroom management failed to meet the needs of our teachers.

Student Achievement

Student Achievement Summary

Leader: Tiffany Mumford-Guyton, Crystal Chachere
Committee Members: Dana Cherry, Donquetta Simmons, Celina Vasquez, Charles Suttle, Stephanie Fountain, S. Brown, Nelle Castillo
Date Committee Met: May 17, 2022

Summary:

Students' achievement was evaluated using the following data: MAP testing, MAP projections, Interim, and previous year STAAR scores. When comparing the previous academic years' STAAR scores to the current scores, a plethora of students grew in the areas of math and reading. We found that all teachers and support staff must continuously discuss student performance, to properly provide interventions and accelerated learning opportunities in order for all students to grow academically in all subjects.

During STAAR preparation, data is also disaggregated by teacher and class period to provide teachers with additional support with lower performing classes and/or students. This support can be through collaborative efforts between content teachers and instructional coaching, inclusion support, and/or individual student pull out. In the area of reading, the intervention teacher is able to pull students based on data or online programs that include but are not limited to KAT and WeWrite. Math intervention is based on data from common weekly formative assessments and ST Math. The end of unit campus assessments are aligned with grade level and subject specific SE's which provided teachers with the ability to see where students were based on grade level standard. All core subjects offer intervention opportunities. Students are able to attend intervention during the school day as well as after school in the extended day program leading up to STAAR testing dates. Our data indicates that our student groups have shown negligible growth in student achievement with meeting grade level standards.

Parents have opportunities such as curriculum nights in the spring, parent teacher conferences, and Open House to be involved with the school. This is an opportunity for parents to have their finger on the pulse of the school and their cold's current academic levels. The committee agreed to remove problem statements problem 1, 4, 5, 7, 8. The committee identified and agreed on three problem statements and root causes that we need to improve on and/or achieve to assist with student achievement. We were also able to identify some of our campus strengths that we will continue to implement in the 2022-2023 school year.

Student Achievement Strengths

Campus Strengths:

- We provide intervention daily during PRIDE time based off of data
- Reviewing data helps us make instructional decisions
- 5th grade interim scores went up in the meets and masters categories and 6th grade in approaches, meets, and masters
- Grade Level Content Teams and interdisciplinary teams are able to lesson plan, disaggregate data, and participate in weekly professional developments.
- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral or emotional needs

- Teacher work directly with homebound teacher to meet the academic needs of students that are apart of the homebound program

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Based on data initial instruction and interventions are not as effective when reviewing our demographic groups. **Root Cause:** Effectively prioritizing and understanding the data when working on weekly intervention and initial instruction plans. (Differentiated instruction)

Problem Statement 2: Teachers need the opportunity to effectively implement intense accelerated learning to promotes growth **Root Cause:** Need to identify ways to consistently and accurately track student data by standard. As well as implementing this tool at the start of the school year.

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School Culture and Climate

School Culture and Climate Summary

Leader: Gillespie
Committee Members Present: Audirsch, Wadley, Fillip, Laird, Amos, Cuapio, Hernandez (Absent- Conti, K. Johnson, Caswell)
Date Committee Met: May 17, 2022

Summary:

During our meeting, members reviewed the following documents :(20-21 Campus Improvement Plan- School Culture and Climate Section, 21-22 Staff Climate Survey and 21-22 Attendance Data), and then collaborated using the Lead4ward strategy Rise and Shine to answer discussion questions and reach a consensus on the Campus Strengths and Problem Statements with Root Causes listed below. Overall, the committee members' sentiment from the staff survey is that Dunbar is heading in the right direction. Some examples committee members shared from the survey include, a trustworthy administration, collaboration and cooperation among staff members and a safe environment for students and staff. Committee members were asked to collaborate and answer the discussion question : How would students describe their campus life? Committee members came up with responses such as, safe, cared for, high expectations, teachers mean and strict, teachers don't listen to them, lots of testing, teachers are fair, and fun incentives. The attendance report, ADA Report - 8/23/21 thru 5/16/22, for 161 days for both 5th and 6th grade shows an overall average attendance of 92.39% (5th grade 92.87% and 6th grade 91.90%). According to Ms. Amos, Dunbar's average attendance goal is around 95%. Committee members agreed that the drop in attendance is due in part to COVID- 19, high-poverty, transportation issues, and late arrivals due to parents' lack of knowledge of the ADA time of 8:50am.

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Campus wide we have implemented the AVID binder as an organizational tool to help students maintain notes and school work in one place. Students are expected to maintain a binder and keep it organized. Overall, Dunbar does not have a consistent AVID binder system to regularly check students' AVID binders during homeroom between 7:30am - 7:55am. Teachers should have a checklist to ensure all papers are in the proper section, remove unnecessary papers, and look for required items.

Our campus promotes school culture and climate by using Restorative Practices and Character Strong lessons during Homeroom time. The lessons are taught daily to encourage positive interactions and build stronger relationships between students , as well as teachers and students.

School Culture and Climate Strengths

Campus Strengths:

- Teacher turnover rate is low. Teachers resigning from Dunbar are mostly due to switching professions or job promotion.
- Use of technology and integrating technology in the classroom due to chromebook carts in every classroom.
- Parents, teachers and students have a strong sense of safety at Dunbar Middle School.
- Incentives for students and staff, such as PRIDE Bingo.

- School Facebook postings provide information about great things happening at Dunbar.
- Use of Restorative Practices and Character Strong lessons for creating a positive school culture and climate.
- Academic and behavioral support for students through the use of coaches, paraprofessionals and teachers.
- Connect with families and community members by holding in-person events, such as Curriculum Night and Fine Arts Performances

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: On the attendance report, ADA Report - 8/23/21 thru 5/16/22, for 161 days for both 5th and 6th grade shows an overall average attendance of 92.39%. This is below the goal of 97%. **Root Cause:** Dunbar does not offer school-wide attendance incentives or positive rewards to parents and students for getting to school on-time. There is a need for training for parents, students, and staff.

Problem Statement 2: Students are not expected to maintain their AVID binder, which includes placing papers in the proper section, removing unnecessary paper and ensuring all required materials are present. **Root Cause:** Dunbar does not have a consistent AVID binder system to regularly check students' AVID binders.

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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

The following strengths were identified:

- >70% retention rate of professional staff members (all staff)

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- DMS staff members meet the requirement of highly qualified according to our district and state requirements
- Our district uses multiple opportunities for professional development throughout the school year and summer
- We set and maintain specific campus wide goals
- 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
- Providing paraprofessionals on the job training so when they graduate with their degree, they are able to stay and continue teaching at DMS

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: DMS has 25+ paraprofesionals that are in need of professional development specific to paraprofessionals within SPED, ELL, Behavior, and Instruction so they can provide more meaningful support for teachers and students. **Root Cause:** The number of special programs students have increased over time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Chazzman Caldwell
Committee Members: Riesha Johnson, Sharon Boudreaux, Emily Faulk, Armistric Sowells, Christina Strain, Pearline Williams-Brown, Andy Padilla, Ciara Allen

Date Committee Met: May 17, 2022

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. As a supplement to the state curriculum Reading teachers were also provided with the KAT curriculum to assist in intervention. Also provided with the curriculum is a year-at-a-glance outline and pacing guide for instruction. Team members, team leaders and academic coaches collaborate with both the specialists and their teams of teachers to break down the standard (TEKS), share best practices, dissect assessments based on data, and plan lessons. Curriculum is revisited and updated as needed based on data.

Due to covid there were many anticipated academic gaps for the 2021-2022 school year. In preparation to get students on grade level, Dunbar Middle School placed academic 687
initiatives to begin closing the gaps. . At the beginning of the year teachers took place in professional development PLC. PLC focussed on collaborative planning for teachers and intervention that targeted each student by standard. Based on this training teachers re-introduce pride time to students and begin looking at the focus teks of the week and which students needed intervention based on the data. Teachers were given researched strategies to put in their tool belt for small groups. Accelerated learning was introduced in the middle of the year and allowed teachers to introduce skills/concepts to students before the unit came in order for them to be successful in the next unit. Math and Reading content both engaged in pre and post testing to frequently monitor growth or no growth in each unit. Teachers and academic coaches take this data and adjust instruction based on results.

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. Small groups held during class are selected based on these needs. Striving students also receive RTI intervention, academic coach support and online intervention programs in both Math and Reading.

Curriculum, Instruction, and Assessment Strengths

Campus Strengths:

- Pride time candidates were carefully selected and monitored through data.
- Data was the main determining factor on if a student needed intervention.
- Teachers focused on students by standard intervention across all content areas.
- The large majority of the people who responded to the parent survey felt that DMS was very strong and effective in communicating with them.
- Teachers were trained to use the KAT/We Write strategy across the curriculum.
- Paraprofessionals and other support staff were included in all academic initiatives.
- Math and Reading Content Areas both participated in pre and post testing.
- Teachers provided tutorials for striving students.
- Our counselor supports the emotional needs of both students and families through direct services and referral to outside agencies.
- To welcome incoming fifth graders and help families feel at home in their new school, an orientation is held. Parents and students tour the school and any questions they have are answered at that time.
- A strong local business partnership supporting DMS teachers, students and activities.
- Teachers across campus worked in a collaborative manner.

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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:** Teachers are learning and adjusting to new researched based instructional strategies and need time to properly implement to see best results.

Problem Statement 2: Based on 2021-2022 MAP testing 5th and 6th grade Reading and 5th and 6th grade Math students are performing at a rate lower than district and state averages. **Root Cause:** Teachers are adjusting to regularly monitoring students to ensure that individual needs are met and adjustments are made to support student achievement.

Problem Statement 3: All students are not on track to make at least one year's growth in reading as determined by the MAP Reading Growth Assessment. **Root Cause:** No set structured time in content classes for students to independently read.

Parent and Community Engagement

Parent and Community Engagement Summary

Leader: Darlisha Smith
Committee Members: Shawn Flores, Rebekah Delgado, Stephanie Kinzie, Donald Moore, Nicole Marak, Hope Payne, Elizabeth See
Date Committee Met: May 17, 2022

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 curriculum nights in the fall and spring, Open House, student dances, etc. to be involved with the school. Individual parent/teacher conferences are scheduled at the end of October. Parents are invited to celebrate students at the End of Year Awards Ceremony, Theater, Choir and Drama Showcase and other campus events. This is an opportunity for parents to have their fingers on the pulse of the school and their child's current academic level, and extracurricular activities happening on campus. The school communicates with parents through various formats and languages so that the information is accessible to all. Letters and fliers are sent home in English and Spanish. Principal sends out monthly information for parents to read and review important dates on the DMS Calendar. 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 689

Campus Strengths:

- Skyward was used by administrators and teachers to email communication to parents.
- The large majority of the people who responded to the parent survey felt that DMS was very strong and effective in communicating with them.
- Communities in Schools works to help parents and students with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring and tutoring, and many other types of support for students and parents.
- Our counselor supports the emotional needs of both students and families through direct services and referral to outside agencies.
- To welcome incoming fifth graders and help families feel at home in their new school, an orientation is held. Parents and students tour the school and any questions they have are answered at that time.
- Each year, during the G/T Showcase, students present their projects to families and friends.
- A strong local business partnership supporting DMS teachers, students and activities.
- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral or emotional needs of students.
- Our district social worker and campus counselor provide services and coordinate transportation for our identified homeless students.

- Parents and community members were involved in STEM classrooms through lab activities and field trips.
- A survey is emailed to parents to identify needs for the upcoming school year.

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:** Finding accurate ways to communicate to parents. Ensuring that parents update skyward information when something changes. Providing incentives for parents to join on after school activities.

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.

Problem Statement 3: DMS has not established effective communication with all stakeholders. **Root Cause:** Using multiple channels for communication. There is no PTO/ Booster Club for DMS that can assist with reaching out to stakeholders to support the campus.

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School Context and Organization

School Context and Organization Summary

Dunbar Middle School continues to focus on creating a safe learning environment with high expectations. Daily operations and schedules were created with the idea of maximizing instructional time. The schedule has provided teachers two days of PLC time with their content area team, one day of PLC time with their interdisciplinary team, and one day to attend professional development. The master schedule has also allowed our teachers to provide intervention and enrichment to every student, every day. As a campus, we are continuously working on implementing new routines and procedures to improve our campus. Students are showing growth with changes that are made inside and outside of the classroom. Communication for teachers and staff is sent out each weekend for the week to come. The administrative team meets regularly to disseminate information shared at A-Team. The leadership team meets weekly to share information and plan for what is to come. As a campus, we discuss the needs for our campus culture in order to promote success for all students.

School Context and Organization Strengths

The following strengths were identified:

- Instructional Coaches support teachers' instruction.
- PLC meetings determine which SEs will be addressed by all teachers to ensure alignment.
- After school programs/clubs include: Student Council, Robotics, and Chess Club.
- Students identified as needing intervention were served 30 minutes a day during PRIDE time.
- Master Schedule allows for teachers to meet in subject and grade level teams.
- Teachers use MAP data to create individualized instruction for groups of students.
- Teachers, Staff, and Administration set the example for students in maintaining a positive and productive school environment.
- Implementation of AVID binders gives students a tool for organizational and goal setting purposes.

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Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: 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 2: We need more opportunities for students to be involved in extracurricular clubs and organizations. **Root Cause:** We have only three after school clubs for students since coming back from COVID. We need to know the interests of students and have teachers and staff members take on leadership roles to provide opportunities to students.

Problem Statement 3: Students do not fully understand the importance of tracking data and growth, nor do they truly know how to set a goal to strive towards. **Root Cause:**

Teachers do not feel confident in teaching students how to set an appropriate goal and then how to explain in a way that students understand what each part of it means.

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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:

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- 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.)

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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Observation Survey results
- 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 rates of progress between groups
- 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 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

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
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

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Goals

Revised/Approved: June 7, 2022

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

Performance Objective 1: During the 2022-2023 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.

High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA - $10,025				697

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				698

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students who did not meet standard on 2022 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 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- Additional Targeted Support Strategy**				

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Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				700

 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: During the 2022-2023 school year English Learners will show one year or more growth in STARR subject areas and 45% of the EL students will achieve Meets or better performance standard on STAAR Reading and Math.

High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				701

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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/documented walk-throughs. Improved CAs, MAP and STAAR results for all students and improved TELPAS results for ELL students. **Staff Responsible for Monitoring:** Instructional Staff **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				702

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 the 2022-2023 school year, Special Education students will show one year or more growth in reading, math, and science STAAR.

High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				704

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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: Throughout the 2022-2023 school year the campus leadership team will collaborate with the campus and the district attendance officers to improve attendance rates to reach 97% daily.

High Priority

Evaluation Data Sources: Student attendance reports will indicate students have a 97% attendance rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				705

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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 2022-2023 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.

High Priority

Evaluation Data Sources: Evidence of training held

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will participate in Red Ribbon Week. **Strategy's Expected Result/Impact:** Schedule of events **Staff Responsible for Monitoring:** Counselor				706

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Throughout the 2022-2023 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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 2022-2023 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: During the 2022-2023 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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, instructional materials, drop-out meetings with parents and students **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **- TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

710

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

Performance Objective 2: During the 2022-2023 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

712

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 2022-2023 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

714

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 2022-2023 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy**				

715

 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: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

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: During the 2022-2023 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

717

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

Performance Objective 2: Throughout the 2022-2023 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			
	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
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	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

718

State Compensatory

Budget for Dunbar Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.42
Brief Description of SCE Services and/or Programs

Personnel for Dunbar Middle School

Name	Position	FTE
Allen, J	Social Worker	0.08
Arrendondo, N	Paraprofessional	0.17
Jackson, T.	Instructional Support Paraprofessional	1
Jenkins, J	Paraprofessional	0.17
Sifuentes, K.	Instructional Support Paraprofessional	1

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Title I Personnel

Name	Position	Program	FTE
Paul, M.	Instructional Coach		1.0

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2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Principal	Temeka Brown	Principal
LEA District Level Administrator	Amanda Rodriguez	Math Curriculum Specialist
Other School Leader	Jeremy Walker	Assistant Principal
Classroom Teacher	Aida (Janet) Audirsch	Teacher
Classroom Teacher	Andy Padilla	Teacher
Classroom Teacher	Rebecca Delgado	Teacher
Classroom Teacher	Nathan Robinson	Teacher
Classroom Teacher	Charles Suttle	Teacher
Classroom Teacher	Steven Fillip	Teacher
Non-classroom Professional	Mary Paul	Campus Interventionist-Title One
Non-classroom Professional	Tiffany Mumford Guyton	Math Academic Coach
Community Representative	William King	Pastor-Greater New Hope Church
Community Representative	Ivey Stewart	Retired Police Office
Community Representative	Stacie Roberts	Communities in Schools
Paraprofessional	Leslie (Hope) Payne	School Secretary
Paraprofessional	Lucero Nguyen	EL Paraprofessional
Paraprofessional	Tatum Jackson	SPED Paraprofessional
Classroom Teacher	Crystal Chachere	Math Support Teacher
Parent	Melanie Burnett	Parent
Parent	Ariana Rangel	Parent
Classroom Teacher	Donquetta Simmons	Teacher
Other School Leader	Jillian Callaway	Special Programs Facilitator
LEA District Level Administrator	Kathy Behrendsen	Director of Federal and State Programs

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

722

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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
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**	**Responsible**	**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 5th to 6th grade					Teachers: Weekly	Lesson Plans	
	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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*							
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					
	Actions	**OCT**	**DEC**	**MAR**	**MAY**	**Responsible**	**Evidence**
	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)						

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

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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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*							
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	728
	3) The Dunbar Counselor include AVID WICOR strategies in the Counselor updates and character lessons					Dunbar Counselor: Weekly	
	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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*							
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)						
	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	**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**	**Responsible**	**Evidence**
	1) Dunbar MS Site Teams will meet on the on the 3rd Thursday of each month after school to measure progress towards its goals.					AVID Site Team: Monthly	730
	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**	**Responsible**	**Evidence**
	1)						
	2)						731
	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**	**Responsible**	**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	732
	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: (○) 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	**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)						

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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:

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 3rd 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	
	3) The Principal will meet with the Instructional Team regularly to ensure implementation of AVID strategies campus wide					Principal	
	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:

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	735
	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: (○) 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**	**Responsible**	**Evidence**
	1)						736
	2)						
	3)						
	4)						
	5)						

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

Dickinson Independent School District

Elva C. Lobit Middle School

2022-2023 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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Priority Problem Statements

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Goals

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.

High Priority

Evaluation Data Sources: 2022 STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - No Funding Required				742

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **Additional Targeted Support Strategy** **Funding Sources:** - 255-Title IIA, - 263-Title IIIA, - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - No Funding Required				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 *Begin the RtI at Work Process **Strategy's Expected Result/Impact:** Increase in campus/district assessments, state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				745

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 students in reading and math will show one year's worth of growth on STAAR.

High Priority

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches				

 No Progress  Accomplished  Continue/Modify  Discontinue

747

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.

High Priority

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools				

748

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Improve low-performing schools				

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.

High Priority

Evaluation Data Sources: 2022 TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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

- TEA Priorities:
Improve low-performing schools

 No Progress  Accomplished  Continue/Modify  Discontinue

750

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 teaches will be ESL certified

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

751

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Display college plaques in the classroom **Strategy's Expected Result/Impact:** Increase in college awareness **Staff Responsible for Monitoring:** Counselor, Classroom Teacher				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

752

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				753

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				754

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 involvment **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				756

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide transition plans for students entering LMS from private schools or home school environements *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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

757

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				758

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

759

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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress | Accomplished | Continue/Modify | Discontinue

760

State Compensatory

Budget for Elva C. Lobit Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3.42
Brief Description of SCE Services and/or Programs

Personnel for Elva C. Lobit Middle School

Name	Position	FTE
Allen, J	Social Worker	0.08
Arredondo, N	Paraprofessional	0.17
Jenkins, J	Paraprofessional	0.17
Landolt, J.	Instructional Support	1
Schumann, M.	Instructional Support Paraprofessional	1
Vanaken, D	Instructional Support	1

761

Title I Personnel

Name	Position	Program	FTE
Schumann, L	Instructional Coach		1

762

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					
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
1	4	2			$0.00

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				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

765

Addendums

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Student Demographics	Count	Percent
Female	203	42.03%
Male	280	57.97%
Hispanic-Latino	175	36.23%
American Indian - Alaskan Native	2	0.41%
Asian	10	2.07%
Black - African American	125	25.88%
Native Hawaiian - Pacific Islander	0	0.00%
White	152	31.47%
Two-or-More	19	3.93%

Campus Prorams	Count	Percentage
Economically Disadvantaged	252	52.17%
Limited English Proficient (LEP)	39	8.07%
Section 504	40	8.28%
Gifted and Talented	16	3.31%
Special Education (SPED)	90	18.63%
Title I Participation	483	100.00%
Homeless	10	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%	8.20%
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

Eugene Kranz Junior High

2022-2023 Campus Improvement Plan



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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.

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Collective Commitments

At Kranz Junior High, we have made the following commitments as a Professional Learning Community:

Professional Beliefs:

- We believe that all students can learn at high levels.
- Every person on our campus has value and has a right to learn at high levels.
- It is the responsibility of every adult on our campus to ensure every student learns at high levels.

Professional Behaviors:

As leaders of learning, we will:

- Exhibit joy in teaching and in learning.
- Use research-proven practices to facilitate student success.
- Take initiative.
- Be flexible and reliable.
- Demonstrate loyalty and kindness.

Collaboration:

In order to collaborate in meaningful ways, each KJHS educator will:

- Arrive at meetings on time and prepared to contribute.
- Actively listen to others and be open to different perspectives.
- Give honest feedback to one another in the spirit of supportive teamwork.
- Receive peer feedback with an open mind.
- Follow through on commitments.
- Focus on problem solving.
- Hold the team accountable for the success of all students.
- Have a positive attitude.

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Instruction:

So that academic instruction is effective, we will:

- Study and identify the essential standards for each course of study.

- Collaborate as a content team to unpack the standards and plan aligned instruction and common formative assessments.
- Use formative assessment data to plan targeted intervention.
- Guide students in goal setting and in taking ownership of their learning.

Behavior Management:

So that we can build collaborative classrooms and safe environments where students feel valued, we will:

- Explicitly teach behavior expectations and social skills.
- Maintain consistent expectations and routines.
- Follow campus-wide systems with fidelity.
- Be understanding and empathetic.

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Comprehensive Needs Assessment

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 fourth school year in 2021-22. Kranz serves families from diverse backgrounds, including many from middle and low income homes. Approximately 63% of the students who attend Kranz are economically disadvantaged, a 7% decrease from the year prior. Kranz currently has an enrollment of 963 students in 7th and 8th grades, which is lower than last year's enrollment of 979 students.

Student populations:

Student Demographics (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Gender		
Female	466	48.39%
Male	497	51.61%
Ethnicity		
Hispanic-Latino	503	52.23%
Race		
American Indian - Alaskan Native	3	0.31%
Asian	15	1.56%
Black - African American	154	15.99%
Native Hawaiian - Pacific Islander	1	0.10%
White	259	26.90%
Two-or-More	28	2.91%

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The Kranz Junior High Population is majority Hispanic at 52%. 27% of the students are white. 16% are black/African American. 5% of students identify as other races.

Student by Program (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Emergent Bilingual (EB)	160	16.61%
Bilingual	0	0.00%
English as a Second Language (ESL)	87	9.03%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	61	6.33%
Gifted and Talented	104	10.80%
Special Education (SPED)	112	11.63%
Title I Participation	963	100.00%
Dyslexia	53	5.50%

Other Student Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
At-Risk	517	53.69%
Title I Homeless	0	0.00%
Immigrant	3	0.31%
Migrant	0	0.00%
Military Connected	6	0.62%
Foster Care	1	0.10%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	94	9.76%
Intervention Indicator	231	23.99%
IEP Continuer	0	0.00%
Transfer In Students	35	3.6345%

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Kranz Junior High School serves 87 English as a Second Language students (9.03%). 517 students are identified as at-risk of not graduating (53.69%). 104 students are in the Gifted and Talented program (10.80%). 94 students are identified for 504 services (9.76%) and 112 students are served through special education services (11.63%).

Attendance:

Attendance rates for the 2021-2022 school year ranged from 91-93% for each nine week grading period. The overall mobility rate for the campus is 10.65%, a decrease of about 2% from the previous year. A committee was created this year to promote attendance on campus. Each nine weeks, students were rewarded with a treat during lunch time as a reward for perfect attendance during that grading period. If a student was absent three days in a row, that student's first period teacher called home to check on the student and speak to the parent about documenting absences. When a student continued to struggle with attendance, a Student Attendance Review Team (SART) would meet to discuss further interventions and possible consequences with the student and parent.

Discipline:

In 2021-2022 there were fewer students with Out of School Suspensions and Alternative School placements as compared to 2020-21. Approximately 370 discipline referrals were entered for Student Code of Conduct violations.

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Demographics Strengths

Demographics Strengths:

- Diverse student population
- Many teachers are GT and/or ESL certified
- Third-year decrease of offenses
- Implementation of motivation committee to incentivize students' attendance
- Implementation of lunch detention to lessen the time out of class for discipline

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2021-2022 school year, the attendance was 1.5% lower than the previous school year. **Root Cause:** We do not have an effective proactive campus-wide system for motivating increased attendance and addressing chronic absenteeism, and there has been a shift in thinking about attendance due to absence policies related to Covid 19.

Problem Statement 2: Qualitative data indicates an increase in negative comments toward specific groups, i.e., race, gender, sexuality, etc. **Root Cause:** Student desensitization influenced by music and media. Proposed Solution: A student-centered model that educates diverse social leaders with the skills to prevent and reduce bullying. (Source: Safe School Ambassadors)

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Student Achievement

Student Achievement Summary

The student achievement committee reviewed and analyzed the 2019 and 2021 STAAR data from the TAPR, current MAP data from Eduphoria, current Skyward reports on attendance and course failures, the 2021-22 Interim testing data, and the Closing the Gaps report provided by Dr. Noffsinger. The committee's focus also included student demographic information and at-risk data to help determine students' needs toward achieving academic excellence and sustainability. The committee discussed gaps that are evident as a result of the pandemic over the past two years.

Concerning 7th grade, the committee analyzed student performance in math and reading. The data for 7th grade STAAR reading indicate that in 2021, Kranz 7th graders performed better than the state average overall (79% compared to 69% approaches; 56% compared to 45% meets; 30% compared to 25% masters). The trend continued this year as reflected in the fall and spring interim data. The comparison among subpopulations between student performance in 2019 and 2021 also indicates improvement in spite of the pandemic, except in the special education population in the approaches and meets categories, and emerging bilingual students in the mastery category. With regard to 7th grade math, the 2021 STAAR data indicate weaker performance as compared to the state in all categories (42% compared to 55% approaches; 13% compared to 27 % meets; 6% compared to 12% masters). However, the Fall 2021 & Spring 2022 Interim data indicate slight improvement in the approaches category compared to the regional data. All subpopulations data in 2021 were lower than in 2019, with the exception of special education students in the masters category (9% in 2019 to 18% in 2021). This is consistent with concerns about gaps in learning as the result of the 2-year pandemic.

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Concerning 8th grade, the committee analyzed student performance in math, reading, social studies, and science; however, the focus was on math and reading for the purpose of determining growth. The data for 8th grade STAAR reading indicate lower scores in 2021 than in 2019, but the 2021 Kranz scores are higher than the state in all three categories: 77% compared to 73% in approaches; 53% compared to 46 % in meets; and, 26% compared to 21 % in masters. The scores improved in the meets and masters categories since 2019 for special education and African-American students. With regard to 8th grade math, Kranz students again scored lower than in 2019, but outperformed the state average in all categories: 82% compared to 62% in approaches; 57% compared to 36% in meets; and, 14% compared to 11% in masters. The Honors 7th grade students took the 8th grade math STAAR in 2021, where these students took the 7th grade STAAR in 2019.

Student Achievement Strengths

Campus Strengths:

- All faculty and staff participated in reframing the campus mission and vision statements, and produced collective commitments to support the campus mission and vision so that we can ensure all students learn at high levels.

- Teachers and administrators have embraced the PLC @ Work process and are actively engaged in unpacking standards and using collaborative team time to plan effective lessons, create formative assessments, analyze formative assessment data, and implement targeted interventions, as needed.
- Collaborative teams create flexible instructional groups for targeted intervention and STAAR review.
- Job-embedded professional learning resumed this school year and focused on the Learning by Doing text in support of the campus mission and vision.
- 8th grade students at Kranz JHS consistently perform above state averages overall in Science and Social Studies.
- The Safe & Civil Schools Committee implemented an incentive system based on the Guidelines for Success to promote positive behaviors and mindsets for learning.
- The Intervention Committee has designed a program for systematic intervention during the school day for all students in all subjects based on the RtI @ Work process from Solution Tree. The system will launch in August 2022.
- Kranz JHS hosted the district's STEAM Expo on our campus to encourage students, parents, and community members to engage in rigorous content for all.
- The campus counselors surveyed all students to assess needs for small groups to attend to students' social-emotional learning needs and to help improve attendance campus-wide.

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- The administrators, along with the Behavior Learning Program, use Restorative Practices to teach students who require behavioral intervention in an effort to keep instances of removal of students from instructional time to a minimum.
- By the end of June 2022, the majority of teachers will have attended the PLC @ Work training in order to continue the campus' systematic approach to effective professional learning, collaboration, planning, instruction, and assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): According to 2021 STAAR and 2021-22 Interim data, too few 7th grade students at Kranz JHS are performing at grade level (meets and masters) in math . **Root Cause:** Specific, systematic targeted intervention is necessary to accelerate 7th grade learning in math.

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Kranz Junior High School is intentionally created from a shared set of values and core beliefs. Our school's mission and vision statements help guide our daily work. As a school, we strive to create an environment that is safe and inviting. Throughout the year, we celebrate and reward the great work of our staff and students. Parents are invited to a variety of academic and extracurricular events. Our fine arts program helps connect the community with our school. The daily interactions between students, parents, and staff members helps create our school culture and climate. A variety of campus committees help identify areas for improvement related to the campus climate and culture (Safe & Civil, AVID, Motivation, etc.). Restorative practices and Character Strong initiatives have helped build relationships between students and teachers.

Surveys were sent to parents, students, and staff members to assess each stakeholder's view on the culture and climate of Kranz Junior High School. The survey was completed by 68 parents, 828 students, and 62 staff members. Statements were presented to survey respondents asking them to rate their level of agreement (1 strongly disagree, 5 strongly disagree). Similar statements were presented to parents, students, and staff in order to identify similarities and differences.

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School Culture and Climate Strengths

Campus Strengths:

- A strong majority of stakeholders believe students feel safe at school.
- Students have been taught the expectations for how to behave in all areas of the school.
- Students are able to build friendships with one another.
- Student participation in after school activities is high.
- Teachers treat students with respect.
- Stakeholders feel confident in their ability to respond in the event of an emergency.

- Families feel welcomed when they visit the school.
- Teachers consistently and effectively communicate with families.
- Most respondents identified at least one staff member that had a positive effect on them.
- The Safe & Civil Committee positively contributes to campus culture and safety.
- The Motivation Committee helps build positive culture amongst students and staff.
- AVID, Character Strong, and Restorative Practices initiatives have provided students with strategies to resolve conflict and build character.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A majority of staff, students, and parents believe drug, vaping, and/or tobacco use at school is a problem. **Root Cause:** Vape devices are easily accessible outside of school. Students need to be educated on the harmful effects of vaping as well as the legal consequences from possessing and/or using vape devices at school.

Problem Statement 2 (Prioritized): A large number of students have excessive absences and tardies. **Root Cause:** Students with excessive absences need consistent school-home communication. The school needs a positive incentive program to encourage attendance for truant students.

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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 team.

KJHS strives 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 meet two times monthly for faculty meetings to learn about these various trainings. One deficit noted is the lack of opportunities to observe these procedures, techniques, and strategies being used successfully in the classroom. Planning frequent observation opportunities will increase teacher/student success.

The team expressed a need for additional support for new teachers. The current Protege Program that the district provides, along with a mentor, but the team identified a need for additional campus level support.

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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.

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 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 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.
- Warm, welcoming, and friendly staff.
- Well managed campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher attrition is an obstacle to continued student success. **Root Cause:** The changing environment in education due to social and political influences.

789

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 Professional Learning Community using the essential standards to plan engaging lessons.

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. 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.

790

Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- Consistency across all core content areas using the PLC 4 guiding Questions.
- Teams are moving from day to day planning to using backwards design to create stronger lessons.
- EB students are growing consistently in all core content classes (ELPS).
- STEM-Weekly rotation of extension and intervention amongst all 4 core content OR brainiac blocks with teacher input.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is not a systematic approach for Tier 2 instruction when students do not master the essential standards. **Root Cause:** No planned intervention time during the school day

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. Parent participation and volunteerism are high in the Fine Arts. In our annual Parent Engagement survey, parents indicated we do a good job of communicating with them. Overall, responses from parents were positive. 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 strengthened our relationships with community partners 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.

Parent and Community Engagement Strengths

791

Campus strengths include:

- Administration and faculty communicate effectively with parents in multiple ways.
- The campus created a successful partnership with CIS in supporting McKinney-Vento students with food, basic needs, and coordinate transportation for our identified homeless students.
- A parent survey is sent at the end of each year to identify strengths and weaknesses to set goals for the following year.
- Parents are invited to join school committees such as the Campus Improvement Committee and the Parent Engagement Committee.
- Parents and teachers complete a Social Emotional Learning (SEL) screener to assess the emotional needs of their children/students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Although we communicate consistently through Skyward, some families do not receive the communication. **Root Cause:** Barrier to

communication include lack of internet or availability to email and some parents who do not maintain accurate contact information in Skyward.

792

School Context and Organization

School Context and Organization Summary

Summary:

We are in the process of establishing new procedures and systems that will facilitate more student engagement and a dedicated time for addressing student academic needs while not losing instructional time. This year we have seen huge student interest in after school clubs like Game Geeks and Chess Club that has helped create a strong culture of belonging to a larger group of students on campus. Our efforts to recognize students and staff have been inconsistent. BEST Bingo has not had the consistent staff participation to make it truly impactful.

Teachers do feel that as concerns have been raised about behaviors, like tardiness, the administration has implemented systems to help improve behaviors. Teachers believe that the current duty schedule is working for them and the students, but find zero hour to be a tough time to do AVID Prep lessons because of the amount of transience during that time. The discipline management plan is not fully understood and lacks consistent implementation.

School Context and Organization Strengths 793

Campus Strengths:

- The administration is responsive to teacher concerns about student behaviors.
- The implementation of the PLC process has had a positive impact on collaboration and instruction.
- The introduction of new after school activities has created a more welcoming environment for more students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The campus discipline plan is not consistently implemented in all situations. **Root Cause:** There is a lack of understanding and interpreting the campus discipline plan.

Technology

Technology Summary

Technology Summary

Kranz Junior High School is equipped with technology that benefits all students. Kranz currently has 10 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. The campus goal is 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 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.

Technology Strengths

794

Strengths:

- Chromecarts in every core classroom
- Teachers' willingness to engage in professional learning and try new tools for the integration of technology in the classroom.

Priority Problem Statements

Problem Statement 2: During the 2021-2022 school year, the attendance was 1.5% lower than the previous school year.

Root Cause 2: We do not have an effective proactive campus-wide system for motivating increased attendance and addressing chronic absenteeism, and there has been a shift in thinking about attendance due to absence policies related to Covid 19.

Problem Statement 2 Areas: Demographics

Problem Statement 1: According to 2021 STAAR and 2021-22 Interim data, too few 7th grade students at Kranz JHS are performing at grade level (meets and masters) in math .

Root Cause 1: Specific, systematic targeted intervention is necessary to accelerate 7th grade learning in math.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: A majority of staff, students, and parents believe drug, vaping, and/or tobacco use at school is a problem.

Root Cause 3: Vape devices are easily accessible outside of school. Students need to be educated on the harmful effects of vaping as well as the legal consequences from possessing and/or using vape devices at school.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Teacher attrition is an obstacle to continued student success.

Root Cause 4: The changing environment in education due to social and political influences.

795

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: There is not a systematic approach for Tier 2 instruction when students do not master the essential standards.

Root Cause 5: No planned intervention time during the school day

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Although we communicate consistently through Skyward, some families do not receive the communication.

Root Cause 6: Barrier to communication include lack of internet or availability to email and some parents who do not maintain accurate contact information in Skyward.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: The campus discipline plan is not consistently implemented in all situations.

Root Cause 7: There is a lack of understanding and interpreting the campus discipline plan.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: A large number of students have excessive absences and tardies.

Root Cause 8: Students with excessive absences need consistent school-home communication. The school needs a positive incentive program to encourage attendance for truant

students.

Problem Statement 8 Areas: School Culture and Climate

796

Goals

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

Performance Objective 1: During the 2022-23 school year, all KJHS students, including EL and SE students, will make at least one year of progress in reading and math.

High Priority

Evaluation Data Sources: MAP data, interim data, CFAs, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will set learning goals, and 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:** Interventionists and Administrators - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				797

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. CFA and interim data will show student growth over time. Improved student performance for all student groups on interim and STAAR. **Staff Responsible for Monitoring:** Instructional Coaches, Interventionists and Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers, along with instructional interventionists, will provide Tier 1 and Tier 2 intervention 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 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				798

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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 **- TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Funding Sources:** - 199-SCE, - 211-Title IA, - IDEA B				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - 199-SCE, - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The AVID elective class and AVID Excel classes will be used to support students to succeed in core 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 **- ESF Levers:** Lever 5: Effective Instruction				799

 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: EB students will increase their individual performance on TELPAS.

High Priority

Evaluation Data Sources: TELPAS and AMAOs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 EB student scores on classroom assessments.. **Staff Responsible for Monitoring:** Campus Administrators **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			800
	Formative			Summative
	Nov	Jan	Mar	June
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 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All current instructional staff will be expected to have completed training on Seven Steps by October 2023. **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 EBs on STAAR reading, math, social studies and science. **Staff Responsible for Monitoring:** Campus administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				

 No Progress  Accomplished  Continue/Modify  Discontinue

801

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.

High Priority

Evaluation Data Sources: Academic IEP goals met for all students. State and federal safeguards met.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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 **- Additional Targeted Support Strategy** **Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding				

No Progress | Accomplished | Continue/Modify | Discontinue

802

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

Performance Objective 1: Student attendance will average 96% for the 2022-23 school year.

High Priority

Evaluation Data Sources: Student attendance reports will indicate students have a 96% attendance rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Assistant Principal **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. Teams will conduct home visits to homes of chronically absent students.				

Strategy's Expected Result/Impact: Contact logs will document communication; Student attendance will improve

Staff Responsible for Monitoring: Administrators

- ESF Levers:
Lever 3: Positive School Culture

 No Progress  Accomplished  Continue/Modify  Discontinue

804

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

Performance Objective 2: The total number of discipline referrals for 2022-23 will be less than 500.

High Priority

Evaluation Data Sources: Number of discipline referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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; surveys will reflect positive perceptions of school culture. **Staff Responsible for Monitoring:** Principal and Committee Chairperson **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

806

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

Performance Objective 3: During the 2022-23 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: KJHS will participate in 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

808

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communication with parents and students will be consistently documented in Schoology and/or Skyward. **Strategy's Expected Result/Impact:** Up-to-date teacher Schoology accounts and use of the Teacher Log in Skyward will facilitate campus-home communication. **Staff Responsible for Monitoring:** Technology Liaison **Funding Sources:** - Local Funding				

 No Progress  Accomplished  Continue/Modify  Discontinue

809

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.

High Priority

Evaluation Data Sources: Parent attendance at events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				811

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA - 6499, - Local Funding				

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.	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				

Strategy 7 Details	Reviews			
Strategy 7: 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.	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 199-SCE				

Strategy 8 Details	Reviews			
Strategy 8: KJHS staff will receive resources/training on how to effectively communicate with parents to ensure quality education for every student.	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Outside Agency				

Strategy 9 Details	Reviews			
Strategy 9: Campus provides interpreters for 2nd language families at ARDs,LPAC meetings and at campus programs or meetings.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: 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				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: 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				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: 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				813

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: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				815

 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 teaching will be assigned a mentor and those new to the campus will be assigned a buddy teacher 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress Accomplished Continue/Modify Discontinue

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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: All teachers providing instruction to GT and/or EB students, will have the required training or 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Selected staff will attend EB 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				818

 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: the PLC process, reading, math, science, social studies, EB strategies, AVID/WICOR, GT, Lead4ward, PBIS, RtI, 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			
	Formative			Summative
	Nov	Jan	Mar	June
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** **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA B, - Outside Agency				819

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Selected KJHS staff will attend AVID Summer Institute in order to maintain a site team and effectively implement the AVID elective and AVID Excel classes. **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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Professional Learning Communities and Response to Intervention training will be attended by selected staff to support the campus mission of ALL students learning at high levels. **Strategy's Expected Result/Impact:** Students' academic performance will increase **Staff Responsible for Monitoring:** Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** RtI and PLC Training and resources - 211-Title IA, - Local Funding				820

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2022-23 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.	Formative			Summative
Strategy's Expected Result/Impact: Enrollment will increase students' interest and skills in technology-based courses.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselors				

Strategy 2 Details	Reviews			
Strategy 2: Students will use technology resources in order to engage in academic learning.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of computer application usage in lesson plans, walkthroughs and observations.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Coaches				

Strategy 3 Details	Reviews			
Strategy 3: Campus staff and technology integration specialist will provide technology training for teachers.	Formative			Summative
Strategy's Expected Result/Impact: Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Technology Committee				

 No Progress  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 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			822
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

Budget for Eugene Kranz Junior High

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 7.4
Brief Description of SCE Services and/or Programs

Personnel for Eugene Kranz Junior High

Name	Position	FTE
Allen, J	Social Worker	0.08
Arredondo, N	Paraprofessional	0.16
Connor, S.	Instructional Support	1
Hector, K	Instructional Support	1
James, H	Instructional Support Paraprofessional	1
Jenkins, J	Paraprofessional	0.16
Joslin, J	Instructional Support	1
O'Gea, M	Instructional Support	1
Williams, F.	Instructional Support	1
Winn, Z.	Instructional Support Paraprofessional	1

Title I Personnel

Name	Position	Program	FTE
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	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	3	1			$0.00
2	1	2			$0.00
3	2	3			$0.00
3	2	5		6499	$0.00
4	4	1			$0.00
4	4	5	RtI and PLC Training and resources		$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	4			$0.00
1	1	5			$0.00
3	2	7			$0.00
				Sub-Total	$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	5			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	3	1			$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
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
4	4	5			$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	4			$0.00
1	3	1			$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
				Sub-Total	$0.00

Outside Agency					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
3	2	8			$0.00
4	4	1			$0.00
				Sub-Total	$0.00

Addendums

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Dickinson Independent School District

McAdams Jr. High School

2022-2023 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 thirteen campuses in Dickinson Independent School District. McAdams Junior High School opened its doors in 1968 and serves families in a suburban area from diverse backgrounds, including middle and low-socioeconomic-status. Approximately 64% of the students at McAdams are economically disadvantaged. McAdams Junior High School currently has an enrollment of 912 students in grades 7 and 8, this is an increase from 892 the previous year. This campus is a Title I Schoolwide Campus.

Student Demographics:

Student Demographics (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Gender		
Female	396	43.42%
Male	516	56.58%
Ethnicity		
Hispanic-Latino	462	50.66%
Race		
American Indian - Alaskan Native	2	0.22%
Asian	21	2.30%
Black - African American	179	19.63%
Native Hawaiian - Pacific Islander	0	0.00%
White	225	24.67%
Two-or-More	23	2.52%

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Student by Program (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Emergent Bilingual (EB)	136	14.91%

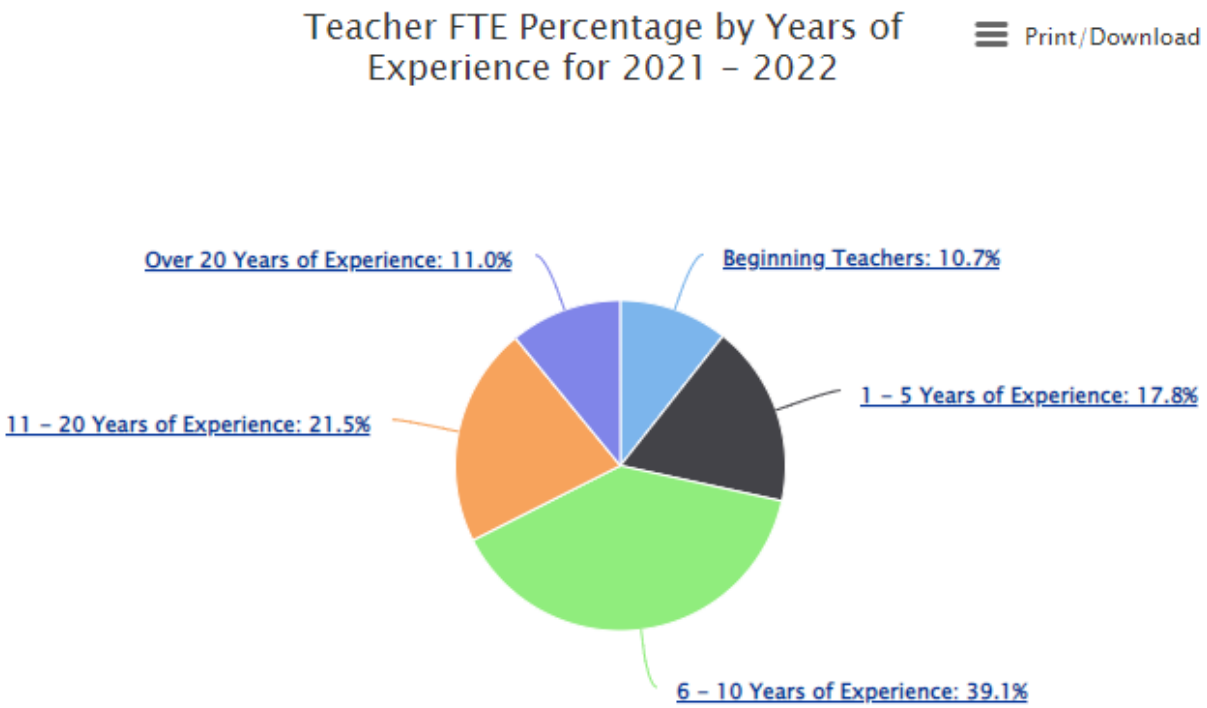
Bilingual	0	0.00%
English as a Second Language (ESL)	95	10.42%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	28	3.07%
Gifted and Talented	25	2.74%
Special Education (SPED)	141	15.46%
Title I Participation	912	100.00%
Dyslexia	68	7.46%
Economic Disadvantage		
Economic Disadvantage Total	584	64.04%
Free Meals	527	57.79%
Reduced-Price Meals	56	6.14%
Other Economic Disadvantage	1	0.11%
Homeless Statuses		
Homeless Status Total	8	0.88%
Shelter	2	0.22%
Doubled Up	6	0.66%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

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Other Student Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
At-Risk	537	58.88%
Title I Homeless	0	0.00%
Immigrant	6	0.66%
Migrant	0	0.00%
Military Connected	35	3.84%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	80	8.77%
Intervention Indicator	172	18.86%
IEP Continuer	0	0.00%
Transfer In Students	35	3.8377%

Staff Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Administrative Support	20	18.87%
Teacher	71	66.98%
Educational Aide	15	14.15%
Auxiliary	0	0.00%



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Attendance:

Attendance rates for the 2021-2022 school year varied between 88.7% and 93.5% each 9 weeks with an overall average of 92%. The mobility rate for McAdams is 18.36%, which is an increase from 17.47% in 2020-2021. Students receive an award for perfect attendance each nine weeks. We are planning attendance incentives for the 2022-2023 school year each nine weeks for students.

Demographics Strengths

- PD to better prepare staff for our diverse campus including AVID, PLC @ Work, RTI (through PLC), Lead4ward, and Restorative Practices
- Most of the core content teachers are ESL trained
- Upcoming: Student Incentive Committee for attendance
- Students were given incentives for not using their restoom pass each nine weeks, minimizing their time out of class.

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

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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, percent mastery, and student expectations. Data is also disaggregated by teacher and class period to provide teachers with additional support in struggling classes. This support can be through model teaching in collaborative team time, push in support from inteventionist or instructional coaches, inclusion support, and small groups. Our campus 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 tutoring before or after school. Our math and reading scores are below where we need to be and the focus on using data for just in time interventions will help in this area. Other ways we will work on student growith is targeted WIN time groups, math labs and rla workshops for those who were not successful on STAAR last year and utilizing the interventionist to push in for intentional and purposeful supports. A focus is also needed on Pre-AP students to ensure they are meeting the progress measure from year to year. These students are continuing to meet standard, but are not necessarily making growth. We will continue with our WIN time groups allowing teachers to select students based on immediate need and changing those groups every 2-3 weeks.

Preliminary STAAR data:

Campus	May 2021 STAAR Mathematics, Grade 7				May 2022 STAAR Grade 7 Mathematics				April 2021 STAAR Mathematics, Grade 8				May 2022 STAAR Grade 8 Mathematics			
Groups	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
State	295516	54	25	11					293830	60	35	10				
Rgn IV	72054	56	27	12					63879	61	35	10				
DISD	569	44	12	3	656	50%	15%	2%	930	75	44	8	944	74%	40%	11%
MJHS	303	49%	15%	3%	372	49%	12%	2%	425	71%	34%	4%	453	66%	28%	6%
EcoD	213	48%	14%	3%	234	44%	12%	3%	260	66%	29%	3%	285	63%	24%	5%
AA	66	36%	6%	2%	74	38%	12%	1%	88	69%	28%	2%	95	52%	18%	3%
Hisp	155	51%	15%	1%	199	46%	13%	2%	211	65%	29%	2%	216	68%	25%	6%
White	70	53%	17%	3%	81	60%	9%	1%	112	82%	45%	4%	115	72%	36%	9%
EB	55	33%	5%	4%	72	38%	7%	1%	41	41%	10%	0%	67	61%	19%	3%
SpEd	56	25%	5%	2%		58%	24%	3%	0	44%	11%	0%	61	44%	13%	0%

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Campus	May 2021 STAAR Reading, Grade 7				May 2022 STAAR Grade 7 Reading				April 2021 STAAR Reading, Grade 8				May 2022 STAAR Grade 8 Reading			
Groups	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
State	345970	68	44	25					338924	72	45	21				
Rgn IV	79236	70	46	26					78384	73	46	22				
DISD	845	73	46	24	917	77%	50%	31%	888	75	44	18	936	81%	48%	29%
MJHS	379	67%	38%	19%	463	69%	37%	18%	423	75%	39%	12%	445	78%	42%	23%
EcoD	251	65%	32%	16%	275	65%	33%	15%	264	74%	37%	12%	281	77%	40%	21%

AA	79	61%	27%	13%	81	65%	23%	10%	92	72%	36%	11%	99	72%	28%	17%
Hisp	191	65%	38%	16%	231	64%	36%	18%	199	71%	34%	11%	225	79%	45%	23%
White	94	74%	46%	29%	113	76%	42%	20%	115	83%	43%	13%	104	81%	46%	31%
EB	55	40%	11%	4%	80	48%	16%	5%	41	46%	7%	0%	60	55%	17%	8%
SpEd	60	38%	10%	2%	59	37%	15%	2%	45	49%	7%	2%	62	60%	19%	8%

Campus	May 2021 STAAR Science, Grade 8				May 2022 STAAR Grade 8 Science				Campus	May 2021 STAAR Social Studies, Grade 8				May 2022 STAAR Grade 8 Social Studies			
Groups	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr	Groups	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
State	338225	67	42	23					State	338480	56	27	13				
Rgn IV	76973	67	43	24					Rgn IV	77749	56	28	14				
DISD	895	75	48	21	829	74%	38%	16%	DISD	879	66	31	13	936	66%	34%	19%
MJHS	424	77%	48%	18%	447	74%	39%	17%	MJHS	417	69%	33%	16%	447	64%	33%	17%
EcoD	267	72%	43%	16%	282	70%	37%	16%	EcoD	258	67%	34%	17%	282	62%	27%	15%
AA	92	74%	50%	14%	100	64%	30%	10%	AA	90	72%	28%	10%	100	56%	30%	14%
Hisp	201	72%	38%	8%	226	77%	37%	18%	Hisp	198	62%	25%	11%	226	63%	28%	15%
White	114	87%	61%	35%	104	80%	51%	21%	White	113	77%	45%	24%	104	72%	47%	22%
EB	40	43%	5%	0%	60	60%	20%	7%	EB	39	23%	8%	0%	60	42%	10%	5%
SpEd	46	52%	15%	9%	62	50%	19%	11%	SpEd	45	42%	18%	9%	62	44%	18%	11%

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Student Achievement Strengths

- The staff at McAdams have embraced the PLC process and collaborative team time to unpack the TEKS and discuss how to use the data collected to inform instruction.
- 53% of the total staff is PLC trained with 68% of core conent areas fully trainied. All administrators and instructional coaches have been PLC trained as well.
- Collaborative teams will use data from formative assessments to utilize flexible grouping based on need frequently during the school year.
- Restorative practices are used on an ongoing basis with students and staff.
- Students recieve actionable feedback from teachers to help with their understanding of misconceptions

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

Problem Statement 3 (Prioritized): Students struggle to meet the STAAR passing rate for reading and math. **Root Cause:** COVID year, lack of tailored interventions

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School Culture and Climate

School Culture and Climate Summary

In 2021-2022 we revised our vision, " Every Student, Every Day", and our mission, "The mission of R.D. McAdams Junior High School is to do WHATEVER it takes to ensure high levels of learning for ALL students EVERYDAY." We are working on ensuring staff and students have internalized them. They are posted in every classroom and on our campus website. The students talked about staff who they feel have engaging lessons and make them want to come to class. 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 activies done during our advisory time. This year we will continue with Gator Way/ WIN Time but with more of an interntional plan on intervention for studetns who need it. We will relaunch our school wide AVID binder. We will begin an AVID Excel for a third year for our ESL students from last year. Our book study this year is *Learning in the Fast Lane.* We will go through the book as a staff via a schoology course, faculty meetings and collaborative team time. We will continue to incoporate Restorative Practices and Character Strong.

School Culture and Climate Strengths

-
    - Caring teachers
    - Families create a sense of togetherness through extra curricular activities
    - School Facebook and web page to send out information about the great things happening at McAdams from sports, to instruction to data.
    - 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 - Learning in the Fast Lane
    - AVID

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Expectations in the classroom are not implemented consistently across the campus. **Root Cause:** Students need consistent and equal consequences for their actions.

Problem Statement 2 (Prioritized): Intrinsic motivation: Students have a lack of motivation **Root Cause:** There are minimal opportunities for students to be rewarded for meeting or exceeding campus behavior and academic expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Follow-up data regarding teacher performance is provided through walk-through observation reports, T-TESS 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. The districts 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 PLC, AVID, vertical alignment, content-specific workshops, Region 4, Rice Pre-AP/AP Summer workshop, Rice-AVID College Readiness Initiative, ELPS, Lead4ward 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
    - PLC
    - Lead4ward
    - Colloboration

840

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 effects 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 3 days a week. On Mondays we use this period for Character Strong lessons and on Wednesdays we use this period for structured activities to support binder organization, college exploration, (AVID) team building, and WICOR.

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

841

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 is 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

- 842
  - 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
  - Instructional coaches support
  - AVID
  - Surveys for feedback to address suggestions and solutions throughout the year

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, colloborative, organized and high expectations campus that incportates parents, students and teacher input. MJHS is supported by the district thorugh A-team meetings, staffing, curriculum and data colloborative 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

843

Technology

Technology Summary

At the present time, McAdams Junior High School has 26 sets of 27-29 chrome books and 2 computer labs with approximately 30 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 Google products and schoology and other relevant 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 continue to offer 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

844

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 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 5: Expectations in the classroom are not implemented consistently across the campus.
Root Cause 5: Students need consistent and equal consequences for their actions.
Problem Statement 5 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

845

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

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 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

Problem Statement 6: Intrinsic motivation: Students have a lack of motivation
Root Cause 6: There are minimal opportunities for students to be rewarded for meeting or exceeding campus behavior and academic expectations.
Problem Statement 6 Areas: School Culture and Climate

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 12: Students struggle to meet the STAAR passing rate for reading and math.
Root Cause 12: COVID year, lack of tailored interventions
Problem Statement 12 Areas: Student Achievement

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-SCE, 211-Title IA, 6119-Professional Salaries - 211-Title IA, - Local Funding				847

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - IDEA A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - Local Funding, - IDEA, - 263-Title IIIA				848

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- 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**				849

 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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teir - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 and state assessments. **Staff Responsible for Monitoring:** Academic Coaches Teachers Administrators **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Online math program for - 211-Title IA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA				851

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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.				

 No Progress  Accomplished  Continue/Modify  Discontinue

852

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 255-Title IIA, - 211-Title IA				853

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 255-Title IIA, - 211-Title IA				854

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 211-Title IA, - 255-Title IIA, - IDEA, - 287-Title IV				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **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				856

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 211-Title IA, - 255-Title IIA				

Strategy 6 Details	Reviews			
Strategy 6: Purchase supplies for students in AVID in support of College and Career Readinesss	Formative			Summative
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Support WICOR strategies through school wide organizational binders for college and career readiness.	Formative			Summative
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 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - 211-Title IA	Nov	Jan	Mar	June

857

Strategy 8 Details	Reviews			
Strategy 8: Expand the Robotics program in order to provide well-rounded educational opportunities for all students.	Formative			Summative
Strategy's Expected Result/Impact: Increased student participation, increase in standardized test scores **Staff Responsible for Monitoring:** Principal, Dean of Instruction **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - 211-Title IA, - 287-Title IV	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.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student attendance, increase in academics	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Campus Admin, Counselors, Social Workers, Homeless Liaison

Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV

 No Progress  Accomplished  Continue/Modify  Discontinue

858

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.	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 263-Title IIIA				

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved STAAR scores. Improve PBMAS. Incrased 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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 263-Title IIIA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 263-Title IIIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - IDEA				860

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 263-Title IIIA, - Local Funding, - IDEA				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 263-Title IIIA				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 263-Title IIIA, - IDEA				861

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 263-Title IIIA				

 No Progress  Accomplished  Continue/Modify  Discontinue

862

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				863

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize campus-based programs to provide personnel to work with students to reduce drop-out rate (Communities in Schools, Truancy Personnel)				

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				865

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA				

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	Formative			Summative
	Nov	Jan	Mar	June
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				

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	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Sign-in sheets of attendance, results of surveys distributed to parents. **Staff Responsible for Monitoring:** Principal				

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.	Formative			Summative
	Nov	Jan	Mar	June
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				866

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.	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

867

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.	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA				

Strategy 2 Details	Reviews			868
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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lesson plans showing TEKS, verbs, and lessons being taught. Deconstruction planning sheets. **Staff Responsible for Monitoring:** Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 287-Title IV, - 211-Title IA				869

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA, - 211-Title IA				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 287-Title IV				870

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide staff with incentives such as jeans coupons, attendance certificates, tangible treats etc. that will help support teacher morale.				

 No Progress  Accomplished  Continue/Modify  Discontinue

871

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				872

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Purchase additional technology in order to increase availability at school and home.				

 No Progress  Accomplished  Continue/Modify  Discontinue

873

State Compensatory

Budget for McAdams Jr. High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 22.41
Brief Description of SCE Services and/or Programs

Personnel for McAdams Jr. High School

Name	Position	FTE
Allen, J	Social Worker	0.08
Arrendondo, N	Paraprofessional	0.16
Cephas, A.	Instructional Support	0.17
Helle, C.	Instructional Support Paraprofessional	1
Hyams, I	Instructional Support	17
Jenkins, J	Paraprofessional	0.16
Johnson, M	Instructional Support	0.17
Mayes, J	Instructional Support	1
McGinty-Grimes	Instructional Support	0.17
Rachel, R	Instructional Support	0.33
Sellers, K	Instructional Support	0.17
Tottenham, T	Instructional Support Paraprofessional	1
Watson, B	Instructional Support	1

Title I Personnel

Name	Position	Program	FTE
Laura Strait-Biley	Instructional Interventionist	Problem 1; Goal 1; Strategy 14	1.0
Meredith Arthur	Instructional Interventionist	Problem 1; Goal 1; Strategy 14	1.0

875

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	Teir		$0.00
1	2	4	Online math program for		$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

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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

877

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	5			$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
1	4	6			$0.00
1	4	9			$0.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
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

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	2	2			$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

IDEA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
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
1	4	3			$0.00
1	4	4			$0.00
1	4	8			$0.00

287-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	9			$0.00
4	1	4			$0.00
4	1	7			$0.00
				Sub-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.

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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.

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

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

I. INSTRUCTION *Promotes WICOR Strategies, 21st 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.							
	3) Teachers will provide time to summarize or synthesize notes.							

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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**

I. INSTRUCTION *Promotes WICOR Strategies, 21st 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.							
	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 *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal setting/Monitoring And Rigor For All*								
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.)							

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.							
	3) AVID students are recruited and interviewed for acceptance into the AVID program**.**							
	4) MJHS will nominnette 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.							
	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.							

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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**

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.							

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 2020-2021strategic plan to monitor implementation quarterly.							

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.							

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.							

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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	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)							

Progress Measures: (○) Not Started; (◔) In Progress; (◕) Good Progress; (☑) Completed

Dickinson Independent School District

Dickinson High School

2022-2023 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,

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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 3587 students in grades 9 to 12. This campus is a Title I Schoolwide Campus.

The student population is 19.57% African-American, 25.87% White, 2.01 % Asian, 49.74% Hispanic, 2.29% Two or More Races with 2235 or 62.31% of our students identified as Economically Disadvantaged. Dickinson HS serves 367 (10.23%) English Language Learners; 510 (14.22%) students who receive Special Education services; 174 (4.85%) are identified as Gifted/Talented students. 147 or 4.10% of our students are identified as Dyslexic and 280 of our Dickinson HS students receive accommodations as 504 students.

The staff population is 17% African-American, 71% Anglo, .01% Asian, 11% Hispanic, 36% male and 63% female.

Demographics Strengths

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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:** School attendance by both students and staff and continues to be an area of great concern. Teachers

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. Approximately forty (40) DHS teachers attended the Think Conferenc and eighty (80) DHS teachers attended the Solution Tree PLC Conference in June. We have identified a Guiding Coalition to support the implementation of the PLC model across the campus. Our targeted area for improvement in 2022-2023 will focus on becoming a Professional Learning Community and focusing on high-quality instruction and learning for all students. RtI coupled with frequent Common Formative Assessments will be provided for students who failed to meet the state standard on the 2022 STAAR/EOC. We have a solid plan in place to meet the requirements of HB4545 and we will provide meaningful, just-in-time, focused intervention and accelertion for all students to ensure that all students demonstrate at least one year's growth.

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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 place on the use of AVID strategies in all classrooms including the use of the student planner 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. We have integrated Monthly Themes into our CharacterStrong lessons to provide information to our students regarding relevant, timely and meaningful social/community current issues i.e. National Hispanic Heritage Month, Black History Month, Women in History Month, etc.

Student Achievement Strengths

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	799	27	3777	51%	70%	29%	10%

Spring 2022 STAAR EOC, Algebra I

Economic Disadvantage	545	27	3756	50%	68%	27%	9%
American Indian/Alaskan Native	3	22	3555	41%	33%	33%	0%
Asian	8	38	4287	70%	100%	88%	25%
Black/African American	167	27	3762	50%	69%	29%	10%
Hispanic	425	27	3756	50%	69%	26%	9%
Two or More Races	13	31	3942	58%	85%	31%	15%
White	183	28	3809	52%	72%	34%	10%
Currently Emergent Bilingual	121	25	3674	46%	60%	19%	6%
Second Year of Monitoring	21	28	3831	53%	86%	19%	10%
Special Ed Indicator	103	22	3543	40%	48%	10%	5%

Spring 2022 STAAR EOC, Biology

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	917	30	4076	61%	82%	55%	19%
Economic Disadvantage	621	29	4023	58%	79%	50%	17%
American Indian/Alaskan Native	3	20	3570	40%	33%	0%	0%
Asian	13	37	4537	74%	85%	77%	38%
Black/African American	182	30	4056	60%	82%	55%	16%
Hispanic	488	29	3986	57%	79%	49%	15%
Two or More Races	17	32	4154	64%	82%	71%	18%
White	214	34	4271	68%	91%	67%	29%
Currently Emergent Bilingual	122	21	3590	41%	52%	11%	2%
First Year of Monitoring	2	29	4079	57%	50%	50%	50%
Second Year of Monitoring	28	33	4172	66%	100%	68%	18%
Special Ed Indicator	110	23	3692	45%	62%	21%	5%

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Spring 2022 STAAR EOC, US History

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	706	47	4274	69%	90%	71%	40%
Economic Disadvantage	416	45	4174	66%	89%	65%	31%
American Indian/Alaskan Native	2	46	4120	67%	100%	100%	0%
Asian	20	57	4723	83%	100%	95%	75%
Black/African American	142	45	4173	66%	89%	67%	32%
Hispanic	340	46	4210	67%	89%	67%	33%
Two or More Races	18	49	4341	72%	94%	72%	50%
White	184	50	4415	73%	93%	77%	52%
Currently Emergent Bilingual	63	34	3750	50%	70%	30%	5%
First Year of Monitoring	2	47	4184	68%	100%	50%	50%
Second Year of Monitoring	4	48	4231	70%	100%	75%	50%
Special Ed Indicator	74	34	3742	49%	59%	32%	11%

Spring 2022 STAAR EOC, English I

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	1107	39	3864	58%	58%	39%	5%
Economic Disadvantage	731	38	3805	56%	51%	34%	4%
American Indian/Alaskan Native	4	33	3675	48%	50%	25%	0%
Asian	17	46	4159	68%	76%	71%	29%
Black/African American	213	38	3820	57%	55%	34%	3%
Hispanic	585	38	3802	55%	50%	34%	4%
Native Hawaiian/Pacific Islander	1	56	4510	82%	100%	100%	0%
Two or More Races	20	39	3843	58%	65%	30%	0%
White	267	43	4019	64%	74%	53%	9%
Currently Emergent Bilingual	144	28	3453	40%	15%	3%	0%
First Year of Monitoring	2	49	4244	72%	100%	50%	50%
Second Year of Monitoring	28	40	3855	59%	50%	39%	0%
Special Ed Indicator	109	29	3467	42%	28%	13%	0%

Spring 2022 STAAR EOC, English II

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	977	42	3962	61%	66%	47%	4%
Economic Disadvantage	634	40	3895	59%	61%	41%	2%
American Indian/Alaskan Native	2	34	3659	50%	50%	50%	0%
Asian	15	51	4342	75%	87%	73%	13%
Black/African American	213	39	3860	58%	57%	38%	1%
Hispanic	498	41	3928	60%	65%	44%	2%
Native Hawaiian/Pacific Islander	1	57	4573	84%	100%	100%	0%
Two or More Races	24	43	3982	63%	67%	50%	0%
White	224	45	4107	66%	74%	58%	10%
Currently Emergent Bilingual	113	30	3536	44%	31%	9%	0%
First Year of Monitoring	3	32	3614	47%	33%	0%	0%
Second Year of Monitoring	2	55	4438	80%	100%	100%	0%
Special Ed Indicator	116	29	3522	43%	24%	13%	1%

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Dickinson High School Advanced Placement Program.

	2018	2019	2020	2021	2022
Number of AP Students	265	276	311	341	424
Number of Exams	419	443	477	508	601
AP Students with Scores 3+	120	116	137	149	197

	2018	2019	2020	2021	2022
% of Scores 3+	45.28	42.03	44.05	43.70	46.46

Dickinson High School Dual Credit Program. In cooperation with College of the Mainland, 242 DHS students took 1110 semester course hours and passed 100% of them during the 2021-2022 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 opportuity 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-six members of the graduating class of 2022 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 2493 students were enrolled in CTE courses for the 2021-2022 school year. DHS students took 348 certificaiton tests with an 83% passing rate. Students earned 289 industry certificaitons through our CTE program in 2021-2022.

Class	Certifications Offered	Certifications Passed	Certification
Intro to Welding	NCCER Core Level 1	69	5
Welding 1 (COM Dual Credit)	NCCER Core Level 1	0 *Students will earn certifications in their 2nd year of Dual credit with COM	0
Welding 2	OSHA 30	1*Piloted OSHA 30	16
Pharmacy Technician	Certified Pharmacy Technician	7	4
Pharmacy Technician	BLS/CPR	12	0
Health Science	Patient Care Technician	34	0
Health Science	EKG Technician	34	0
Dental	Registered Dental Assistant (RDA)	14	0
Dental	Nitrous Oxide	14	0
Dental	BLS/CPR	14	0
EMT	Emergency Medical Technician	1 *New Program	2
Cosmetology	Texas Cosmetology Operators License	11	0
Engineering	Certified SolidWorks Associate	8	13
Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0
Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0
Audio Video Production	Adobe Certified Associate (Digital Video)	6	6
Audio Video Production	Adobe Photoshop	10	0
Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In Design	9
Law Enforcement	International Academies of Emergency Dispatch 911	37	9
Education & Training	Educational Aide I	15	0
Business	Microsoft	2	4
	Totals	289 passed	59

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Dickinson High School Graduation, Class of 2022. A total of 851 DHS seniors graduated in May 2022.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our STAAR EOC scale scores continue to fall below the State and Region IV average. **Root Cause:** Our students enter high school with below grade level reading/writing (Literacy) skills.

Problem Statement 2 (Prioritized): Despite progress, DHS continues to lag behind the State and Region IV in Meets and Mastery level performances on STAAR on all tests except US History. **Root Cause:** Focus is on Approaches (passing) rather than Mastery for all students.

Problem Statement 3 (Prioritized): Our White, Asian, EB, 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 4 (Prioritized): Our ALL students, Hispanic, White, Eco-Disadvantaged, EB and Special Education 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 5 (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 6 (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.

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Problem Statement 7: Teacher attendance negatively impacted our students' STAAR scores and their academic achievment. **Root Cause:** DHS teachers were absent from the classroom 3189 days in 2021-2022. This equates to 17.7 years of lost instruction (3189/180 days in a school year = 17.7). Research indicates that there is a correlation between student achievement and teacher absences. Lost instructional days significantly impacts student achievement in negative ways (Muhammed, A, 2009).

Problem Statement 8: Student attendance negatively impacted academic achievement in all areas including STAAR, AP, SAT and CTE certifications. **Root Cause:** Student attendance dropped to an ADA of 91% in 2021-2022. Lack of effective and timely campus interventions and follow-through systems allowed student attendance to be negatively impacted.

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 Gaggle 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, ARD 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.

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.

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 907

- 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.

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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 administators 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.

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.

- 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 consist 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 annuall 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.

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.

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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 progres reports and report cards. Our senior counselor uses the Skyward message center to keep parents abreast of important dates such as financial aide 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 copiess 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.

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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.
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- 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.

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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 apprreciative 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, Brittanica 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.

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Priority Problem Statements

Problem Statement 2: Our STAAR EOC scale scores continue to fall below the State and Region IV average.

Root Cause 2: Our students enter high school with below grade level reading/writing (Literacy) skills.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: 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 4: Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 8: Ongoing need to increase quality and availability of support programs from district and campus for new teachers.

Root Cause 8: Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: There continues to be a need to train faculty and staff in the PLC model .

Root Cause 10: 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 10 Areas: Curriculum, Instruction, and Assessment

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Problem Statement 12: Lack of parent engagement in the education of our students.

Root Cause 12: Campus must take a more active role in engaging parents.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc.

Root Cause 13: 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 13 Areas: School Context and Organization

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 3: Despite progress, DHS continues to lag behind the State and Region IV in Meets and Mastery level performances 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 need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc.

Root Cause 6: 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 6 Areas: School Culture and Climate

Problem Statement 9: Increase availability and variety of professional development for faculty and staff.

Root Cause 9: 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 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: 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 11: The varied programs continue to grow and require increasingly creative scheduling to meet those needs.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 19: DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area. 918

Root Cause 19: 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 19 Areas: School Context and Organization

Problem Statement 16: Our White, Asian, EB, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading.

Root Cause 16: 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 16 Areas: Student Achievement

Problem Statement 5: 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 5: 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 5 Areas: School Culture and Climate

Problem Statement 14: The PLC model has not been implemented with fidelity.

Root Cause 14: Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

Problem Statement 14 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 15: 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 15: Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: Our ALL students, Hispanic, White, Eco-Disadvantaged, EB and Special Education student demographic groups failed to meet the federal standard target for mathematics.

Root Cause 20: Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for Collaborative Planning Teams.

Problem Statement 20 Areas: Student Achievement

Problem Statement 7: Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement..

Root Cause 7: Campus needs access to valid survey data from all stakeholders.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 17: We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT.

Root Cause 17: 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 17 Areas: Student Achievement 919

Problem Statement 18: 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 18: 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 18 Areas: Student Achievement

Goals

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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA - 211-8-13-001-30-24-6200-DW				920

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- 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				921

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 fates. Improve student performance on formative/summative assessments **Staff Responsible for Monitoring:** Classroom Teachers **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teacher salaries for extended day and Lighted Windows Open Doors - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Intervention Materials, High Quality Learning Resources - 211-Title IA, - 199-SCE, - Local Funding				922

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - IDEA B				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - IDEA B, - Local Funding				923

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide a Tier III extended learning time (Bridge Course during Summer 2023) for all incoming ninth grade students who have not demonstrated proficiency in Algebra 1 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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				924

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding, - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide extended learning time for all students through the Lighted Windows/Open Doors after school program (2:45 - 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 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - No Funding Required				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Actively populate, utilize and interact with the available 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. Utilize Cambium to analyze STAAR data. **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 **Funding Sources:** - No Funding Required				926

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - No Funding Required				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding, - Special Programs				927

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - No Funding Required				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 TX A&M KAT Training 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 - **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				929

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18: 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 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - No Funding Required				

Strategy 19 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19: Utilize AVID (WICOR) strategies in all classes. Require all students to utilize the student planners to support students in the development of organizational and time-management skills. The student planners will be provided by DHS to all students along with training and weekly planner checks. **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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - No Funding Required				930

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20: 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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 255-Title IIA - 255-0-13-001-30-29-6411-00 - $34,217				

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21: 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 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Special Programs				931

Strategy 22 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22: Following the Solution Tree PLC model, teachers will actively participate in weekly collaborative planning activities. 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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				

Strategy 23 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23: 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 **Funding Sources:** - No Funding Required				

Strategy 24 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24: 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 **Funding Sources:** - Local Funding				

Strategy 25 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25: 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. **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				933

Strategy 26 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 26: 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 **Funding Sources:** - Local Funding				

Strategy 27 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 27: 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 **Funding Sources:** - Local Funding				

Strategy 28 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 28: 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 **- Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				934

Strategy 29 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 29: 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				

Strategy 30 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 30: 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				

Strategy 31 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 31: Teachers will continue to provide classroom instruction using technology provided for through Schoology for enrichment, extension and for students who are absent. **Strategy's Expected Result/Impact:** Improve student academic success Improve teacher-student-parent communication **Staff Responsible for Monitoring:** Principal Dean of Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

935

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%.

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.	Formative			Summative
Strategy's Expected Result/Impact: Align instruction for all PreAP/AP courses in grades 6-12.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Curriculum specialists PreAP/AP teachers Campus administrators **Funding Sources:** Professional development for PAP/AP teachers, Collaborative planning time for PAP/AP teachers - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Revise all AP Syllabi to include carefully articulated learning outcomes/expectations for all AP subjects.	Formative			Summative
Strategy's Expected Result/Impact: Improve AP Exam performance Improve masters grade level performance on STAAR EOC Improve college readiness	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Curriculum specialists Campus administrators AP teachers - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

936

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				937

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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 **- 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				

Strategy 6 Details	Reviews			
Strategy 6: Analyze College Board student performance reports to identify and correct weaknesses in our PreAP/AP instructional program.	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - No Funding Required				

Strategy 7 Details	Reviews			
Strategy 7: Analyze student performance reports with to familiarize students with AP level questions and testing practices.	Formative			Summative
Strategy's Expected Result/Impact: Improve AP exam performance	Nov	Jan	Mar	June
Improve masters grade level performance on STAAR EOC **Staff Responsible for Monitoring:** AP teachers Campus administrators Director of Secondary Education - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - No Funding Required				938

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 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 Institues 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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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				

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.

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	Formative			Summative
Strategy's Expected Result/Impact: Improve college readiness	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				940

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 211-Title IA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide college readiness/access information to all students and their families though 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 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				941

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Increase the number of students graduating in the 2023 class who complete all requirements for the Foundation Plan and meet the requirements for an Endorsement (HB5). Increase by 10% over Class of 2022.	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Increase the number of students in the 2023 graduating class (10% increase over 2022) who complete all requirements for graduation and earn a certification or license through one or more Career Technology Education courses.	Nov	Jan	Mar	June
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 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				942

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Provide an SAT Prep course for students in grades 11-12.	Nov	Jan	Mar	June
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 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - State Funds				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - No Funding Required				943

 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 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.

High Priority

Evaluation Data Sources: Increased course selection options available to students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				944

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 2022-2023 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 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** Contracted Services - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				945

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 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% or 10% above the previous year's graduation rate as required by federal standards.

High Priority

Evaluation Data Sources: Improved graduation rate for students in all demographic groups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				946

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize SKYWARD and other internal DHS systems to track student attendance and to address school attendance and truancy issues early and often (after the third consecutive absence or when a pattern develops) 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 **Funding Sources:** - No Funding Required				

 No Progress  Accomplished  Continue/Modify  Discontinue

947

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	Formative			Summative
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 **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA	Nov	Jan	Mar	June 948

Strategy 2 Details	Reviews			
Strategy 2: Assign alternative consequence/intervention tiers for students prior to an ISS placement.	Formative			Summative
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 **- Additional Targeted Support Strategy** **Funding Sources:** - Local Funding	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Direct teach behavior expectations for classroom, large gathering areas, hallways, and assemblies.	Formative			Summative
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 **- Additional Targeted Support Strategy** **Funding Sources:** Posters for Established norms for every classroom and in public spaces. - Local Funding	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Monitor ISS to ensure that students are working productively for duration of placement.	Formative			Summative
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 **- Additional Targeted Support Strategy** **Funding Sources:** - Local Funding	Nov	Jan	Mar	June 949

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.	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** Contracted Services - 199-SCE - $48,000				

Strategy 6 Details	Reviews			
Strategy 6: 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.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus principals Asst principals Counselors CIS GCSD SLOs Campus security monitors **Funding Sources:** - Local Funding				950

Strategy 7 Details	Reviews			
Strategy 7: Teach language registers to ensure that students utilize the appropriate language register in all communication.	Formative			Summative
Strategy's Expected Result/Impact: Minimize inappropriate communication. Equip students with a life-long communication skill.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Dean of Instruction Counselors Teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

951

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.	Formative			Summative
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 **- Additional Targeted Support Strategy** **Funding Sources:** Additional computer/printer stations for Tardy Sweeps, staff assignments - Local Funding	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Revise Tardy Sweep process to ensure teacher presence in halls between all classes.	Formative			Summative
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 **- Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

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.	Formative			Summative
	Nov	Jan	Mar	June
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				

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.	Formative			Summative
	Nov	Jan	Mar	June
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				953

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).	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

954

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				955

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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).	Formative			Summative
Strategy's Expected Result/Impact: Fitness Gram data **Staff Responsible for Monitoring:** Assistant Athletic Director PE Teachers **Funding Sources:** Fitness Gram Assessments - Local Funding	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.	Formative			Summative
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	Nov	Jan	Mar	June 956

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.	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			957
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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.	Formative			Summative
Strategy's Expected Result/Impact: Participation data Decreased at-risk behaviors	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus administration Health/PE department chair School nurse				
Additional Targeted Support Strategy **Funding Sources:** - 199-SCE				

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.	Formative			Summative
	Nov	Jan	Mar	June
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				
Additional Targeted Support Strategy **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Promote a college-going atmosphere on campus through AVID program and school wide implementation.	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement a school-wide CharacterStrong training during weekly lessons that focus on goal setting, career planning, and the "soft skills" needed for success in post high school learning/work environments.	Formative			Summative
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 **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding	Nov	Jan	Mar	June 959

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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/awareness 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

960

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.

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.	Formative			Summative
Strategy's Expected Result/Impact: Improve parent/student communication	Nov	Jan	Mar	June
Staff Responsible for Monitoring: CTE director Lead counselor Counselors **Funding Sources:** Naviance program, Professional development for Naviance-High School Allotment funds - Local Funding				

Strategy 2 Details	Reviews			961
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.	Formative			Summative
Strategy's Expected Result/Impact: Improve parent/student communication Improve parent participation Improve school culture/climate	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus administration Counselors **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - No Funding Required				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The campus will make available an 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. **Strategy's Expected Result/Impact:** Increase in Parent Engagement Communication **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funding				962

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - No Funding Required				

Strategy 6 Details	Reviews			
Strategy 6: Recruit parent and community members to be serve on the Campus Improvement Committee.	Formative			Summative
Strategy's Expected Result/Impact: Improve parent communication Increase parent involvement & engagement Improve school culture/climate **Staff Responsible for Monitoring:** Campus admin **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Distribute monthly parent newsletter utilizing email, Facebook, and the DHS website.	Formative			Summative
Strategy's Expected Result/Impact: Improve parent communication Increase parent involvement & engagement Improve school culture/climate **Staff Responsible for Monitoring:** Campus principal **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Provide advertising/sponsorship visibility and increase advertising value for DHS sponsors.	Formative			Summative
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 **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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 Improve parent communication Build trust/confidence with parents new to DHS **Staff Responsible for Monitoring:** Campus admin **Funding Sources:** - No Funding Required				

 No Progress  Accomplished  Continue/Modify  Discontinue

964

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.	Formative			Summative
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 **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure all infrastructure is in place to allow quality web publishing.	Formative			Summative
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 **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - Local Funding				966

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **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 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.

High Priority

Evaluation Data Sources: Sign in Sheets, Picture/Videos, PowerPoint Presentations, Parent Participation, Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Schedule a Community Prayer Breakfast for Local Ministers and Community Leaders --August 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 **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Booster Club Training and Orientation for Parent Booster Club leaders--August 2022 **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 **Funding Sources:** - No Funding Required				

Strategy 4 Details	Reviews			
Strategy 4: Schedule the DHS Fall Open House --September 13, 2022.	Formative			Summative
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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Lead Counselor				
Funding Sources: - No Funding Required				

Strategy 5 Details	Reviews			
Strategy 5: Schedule and conduct an Orientation and AP Exam Registration Information for Parents of AP students--September 2021	Formative			Summative
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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Dean of Instruction Lead Counselor				
Funding Sources: - No Funding Required				

Strategy 6 Details	Reviews			968
Strategy 6: Schedule a College Fair and Financial Aid Night for Students and Parents November 2022	Formative			Summative
Strategy's Expected Result/Impact: Provide parents with assistance in completing financial aid forms for their student's college admissions packets.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Lead Counselor College and Career Counselor				
Funding Sources: - No Funding Required				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Schedule the Spring Open House and Parent University--January 2023 **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 **Funding Sources:** - No Funding Required				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 8th Grade Student/Parent Orientation to High School--February 2023 **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 **Funding Sources:** - No Funding Required				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Top 20 Banquet for Parents of top performing students --March 2023 **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 **Funding Sources:** - No Funding Required				

969

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Funding Sources:** - 211-Title IA - 211-0-61-001-30-29-6119-DW - $2,500				

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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				970

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				971

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 Gifted Emergent Bilingual **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				972

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				974

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				975

 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 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide common conference time for all teachers within the same content/grade level to allow for collaboration and planning. Assign team leaders/department 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 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - No Funding Required				976

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

977

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

980

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				981

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

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.	Formative			Summative
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 **Funding Sources:** - Bond, - Local Funding	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			982
Strategy 2: Establish procedures, expectations for behavior and protocols for the ninth grade campus.	Formative			Summative
Strategy's Expected Result/Impact: Provide infrastructures, policies, and procedures to support the ninth grade transition year. **Staff Responsible for Monitoring:** Principal Associate Principal **Funding Sources:** - Local Funding	Nov	Jan	Mar	June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for Dickinson High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 61.26
Brief Description of SCE Services and/or Programs

Personnel for Dickinson High School

Name	Position	FTE
Allen, J	Social Worker	0.08
Allison, K.	Instructional Support	0.33
Arrendondo, N	Paraprofessional	0.17
Baldwin, K	Instructional Support	0.17
Bissonnet-Cutaia, V.	Instructional Support	0.17
Blakely, J.	Instructional Support	0.17
Borsellino, T.	Instructional Support	0.5
Bruysschaard, J.	Instructional Support	0.17
Cloyd, S.	Instructional Support	0.75
Coleman, H.	Instructional Support	0.17
Dowell, N.	Instructional Support	0.33
Eader, S.	Instructional Support	0.17
Edwards, J.	Instructional Support	0.66
Ellis, R.	Instructional Support	0.17
Etchberger, K.	Instructional Support	0.17
Farias, E.	Instructional Support	0.5
Franklin, P.	Instructional Support	0.17
Grabbe, K.	Instructional Support	0.25
Guidry, T.	Instructional Support	0.33

Name	Position	FTE
Hester, T.	Instructional Support	0.33
Jasso, R.	Instructional Support	0.5
Jenkins, J	Paraprofessional	0.17
Jones, H.	Instructional Support	0.33
Lind-Olson, J.	Instructional Support	0.17
Lindsey, C.	Instructional Support	0.16
Macheska, R.	Instructional Support	0.17
Milutin, M.	Instructional Support	0.17
Mustiful, A.	Instructional Support	0.17
Neumann, L.	Instructional Support	0.33
O'Neal, R.	Instructional Support	0.17
Revuelta, R.	Instructional Support	0.33
Rozas, R.	Instructional Support	0.83
Snelson, C.	Instructional Support	0.16
Spaniel, D.	Instructional Support	0.5
Stewart, B.	Instructional Support	0.17
Stubbs-Trevino, R.	Instructional Support	0.17
Tucker, T.	Instructional Support	50
Wasden, S.	Instructional Support	0.5
Watkins, C.	Instructional Support	0.17
Westerlage, H.	Instructional Support	0.33

Title I Personnel

Name	Position	Program	FTE
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	Intervention Materials, High Quality Learning Resources		$0.00
1	1	6			$0.00
1	1	9			$0.00
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	$3,000.00

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	20		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
2	1	5	Contracted Services		$48,000.00
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	22			$0.00
1	1	24			$0.00
1	1	25			$0.00
1	1	26			$0.00
1	1	27			$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	5	Resources for new courses i.e. textbooks		$0.00
1	2	8			$0.00
1	3	1			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
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

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Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
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	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
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	21			$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
				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
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	23			$0.00
1	1	28			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	3	9			$0.00
1	4	3			$0.00
1	5	3			$0.00
2	2	2			$0.00

No Funding Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	3			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	1	7			$0.00
3	1	8			$0.00
3	1	9			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	3	2			$0.00
3	4	1			$0.00
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

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Addendums

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DICKINSON ISD **ADVISORY COMMITTEE ACKNOWLEDGMENT**

These members of the Dickinson High School Campus Improvement Committee/Budget Committee acknowledge by their signature that they participated in the preparation of the 2022-2023 campus/program budget as submitted.

	Name	Department-Grade Level/Parent
1.	Stephen Cloyd Stephen Cloyd	ESL Department
2.	Tammy Woelkers Billingsley Tammy Woelkers Billingsley	11th Grade Secretary Paraprofessional Support
3.	Laura Santana Laura Santana	Lote Department
4.	Alessi Mustiful Alessi Mustiful	Social Studies - 11th
5.	Michelle Shaulders Michelle Shaulders	Admin - Dean of Instruction
6.	Taylor Tucker Taylor Tucker	9th grade Math Teacher
7.	Amecia Higgs Amecia Higgs	Math - 11th
8.	Nancy Lounsbury Nancy Lounsbury	Gator HOPE Clinic
9.	Sam Wasden	Social Studies
10.	Robert Wang	Fine arts
11.	Charles Moon	ELA
12.	Haley Jackson	Counseling
13.	DEANNA WILLIAMS	LIBRARY
14.		
15.		

Budget Manager

Due to the Executive Director of Business Operations by **March 31, 2021**

2021-2022 Campus Site-Based Committee

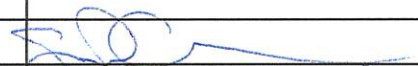
Meeting Date: April 5, 2022

3:00 P.M.

Dickinson High School

Committee Role	Name	Position	Signature
Administrator	Dr. Billye Smith	Principal	
Paraprofessional	Gayla Lind-Olson	Committee Secretary	
Counselor	Dr. Angie Estes	Lead Counselor	
Classroom Teacher	Brandy Crawford	Mathematics	
Classroom Teacher	Travis Oliphant	Social Studies	
Parent	Nancy Torreros	Parent	
Classroom Teacher	Ashley Anderson	English	
Classroom Teacher	Alessi Mustiful	Social Studies	
Administrator	Tara Shetler	Grade 9 Assistant Principal	
Testing Coordinator	Clara Snelson	Testing Coordinator	
Community Representative	Nancy Lounds	Gator Clinic Physicians Assistant	
Classroom Teacher	Ashley Carpenter	Fine Arts	
Classroom Teacher	Laura Santana	LOTE	
Administrator	Michelle Shoulders	Dean of Instruction	
Counselor	Haley Jackson	College and Career Counselor	
Non-classroom Professional	Deanna Williams	Librarian	
Classroom Teacher	Patricia Everist	Science	
Non-classroom Professional	Emi Millard	Instructional Coach	
District-level Professional	Charles Moore	Curriculum Specialist	
Non-classroom Professional	Stephen Cloyd	Campus LPAC Coordinator	
Classroom Teacher	Taylor Tucker	Mathematics	
Classroom Teacher	Amecia Higgs	Mathematics	

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Committee Role	Name	Position	Signature
Classroom Teacher	Emma Parton	Mathematics	
Classroom Teacher	Gabby White	Special Education	
Classroom Teacher	Brooke Kahlich	Career and Technology	
Classroom Teacher	Victoria Young Young	Career and Technology	
Classroom Teacher	Robbie Wang	Fine Arts	
Classroom Teacher	Jennifer Carse	AVID	
District-level Professional	Mandy Snelson	Curriculum Specialist	
Classroom Teacher	Sam Wasden	Mathematics	
Paraprofessional	Tammy Woelkers-Billingsley	11th Grade AP Secretary	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: District of Innovation Plan Amendments

Agenda Item: Dr. Jeff Pack

Background Information
19 Texas Administrative Code §102.1313 specifies the process for amending an approved District of Innovation Plan:

> (a) A district innovation plan may be amended, rescinded, or renewed if the action is approved by a majority vote of the district-level committee established under the Texas Education Code (TEC), §11.251, or a comparable committee if the district is exempt from that section, and a two-thirds majority vote of the board of trustees.
> (b) The district shall notify the commissioner of education of any actions taken pursuant to subsection (a) of this section along with the associated TEC exemptions and local approval dates.

Two amendments were presented to the Dickinson ISD District Education Improvement Committee on Tuesday, September 6, 2022:

1. Revised the Teacher Certification innovation – Passed unanimously
2. Added the Removal of Unwanted Visitors innovation – Passed unanimously

The entire District of Innovation Plan (originally approved/renewed February 2022 with the September 2022 amendments included) is attached. The amended plan will be posted on the Dickinson ISD website. Notification of Board approval of the amended plan will be sent to the Commissioner of Education.

Recommendation
The Superintendent and Deputy Superintendent for Educational Services recommend approval of the District of Innovation Plan amendments as presented.

Action Item: ___√___Yes _____No

Motion made by _____ seconded by _____ vote _____

District of Innovation Plan

Introduction

House Bill 1842, created and passed during the 84th Texas Legislative Session in Spring 2015, provides a unique opportunity for Texas public school districts to exempt themselves from some parts of the Texas Education Code. In order to do this, a public school district must adopt an innovation plan, as set forth in Texas Education Code Chapter 12 A.

As a District of Innovation, Dickinson ISD may be exempted from a number of state statues and will have:

- greater local control as the decision makers over the educational and instructional model for students;
- increased freedom and flexibility, with accountability, relative to state mandates that govern educational programming; and
- power to innovate and think differently.

HB 1842 does not allow exemptions from statutes including curriculum and graduation requirements or academic and financial accountability.

District of Innovation Process and Timeline

- March 31, 2016 – Special presentation for Dickinson ISD district and campus administrators by David Anthony, Raise Your Hand Texas
- April 27, 2016 – District of Innovation presentation with David Anderson at Region IV for district administrators
- Fall 2016 – Review of district plans submitted for District of Innovation
- November 15, 2016 – CAPE meeting to review and discuss District of Innovation Plans developed by districts in the Gulf Coast area of Region IV
- December 12, 2016 – District of Innovation Resolution passed by Dickinson ISD Board of Trustees and the District Educational Improvement Committee designated as the local innovation committee
- December 12, 2016 – Public Hearing to discuss purpose for District of Innovation
- December 13, 2016 – Letter from Superintendent to all district employees and teacher professional organizations informing of the district's intent to pursue District of Innovation
- December 13, 2016 – DOI process and timeline shared with DEIC members and posted on district website

- December 15, 2016 – DOI process and timeline shared with campus and district administrators
- January 3-6, 2017 – Draft plan developed by DOI subcommittee
- January 9, 2017 – District of Innovation update provided to Board of Trustees
- January 10, 2017 – DISD District of Innovation Public Meeting
- January 10, 2017 – Draft District of Innovation Plan reviewed by DISD District Educational Improvement Committee
- January 12, 2017 – February 12, 2017 – Dickinson ISD's District of Innovation Plan posted on the DISD website; concurrently, the plan will be submitted to Texas Education Agency Commissioner, Mike Morath
- February 21, 2017 – DISD District of Innovation Plan submitted to DISD Board of Trustees for approval
- March-April 2017 – Updates of all DOI related local and legal policies will be reviewed, revised and submitted to the Dickinson ISD Board of Trustees for approval.

Dickinson ISD administration recommended the renewal of the district's plan for an additional five (5) year term to allow Dickinson ISD the continued flexibility and local control to make decisions in the best interest of the Dickinson ISD community. The proposed renewal included the original DOI Plan with updates to incorporate changes in law since the original adoption in 2017. The proposed DOI renewal and updated plan was presented to the Dickinson ISD Education Improvement Committee for consideration on October 19, 2021, and it was approved by a majority of the committee. The DISD Board of Trustees reviewed and approved the renewal of the DOI Plan for an additional five (5) year term at the action meeting held on February 7, 2022.

Term

Dickinson ISD will be recognized as a District of Innovation for a term of five years, renewable within six months of the plan's expiration date of February 2027. If, within the term of the plan, other areas of operations are to be considered for flexibility as part of HB 1842, the Board of Trustees will appoint a committee to consider and propose additional exemptions in the form of an amendment. The plan is amendable by a majority vote of the District Educational Improvement Committee and Board of Trustees. Any amendment adopted by the Board will adhere to the same term as the original plan. Dickinson ISD will not implement two separate plans at any one time.

Amendments

The proposed amended DOI was presented to the Dickinson ISD Education Improvement Committee for consideration on September 6, 2022, and it was approved by a majority of the committee. The DISD Board of Trustees reviewed and approved the amended DOI Plan at the action meeting held on September 12, 2022. The amended plan retains the expiration date of February 21, 2027.

Innovation Plan

Dickinson ISD proposes flexibility and seeks an exemption in the following areas:

~~**Teacher Certification**~~	**AMENDED SEPTEMBER 2022 (SEE PAGES 7-8)**
~~Texas Education Code §21.003, §21.044, §21.053~~ ~~19 Texas Administrative Code: 231~~	~~DBA(LEGAL), DBA(LOCAL), DK(LEGAL), DK(LOCAL), DK(EXHIBIT)~~

~~**Rationale:**~~

- ~~In the event a certified teacher cannot be hired for a position or a teacher is assigned to a subject outside his/her certification, the district must submit an emergency certification/exception/waiver to TEA.~~
- ~~Many of the career pathways set forth by HB 5 require very specialized certification.~~
- ~~Statutes and regulations inhibit the development of post high school plans and improvement of workforce skills to the extent these laws limit the District's ability to hire teachers to teach hard-to-fill, high-demand career and technical courses when quality certified teachers are not available.~~

~~**Innovation:**~~

~~Dickinson ISD Human Resources Department will submit a written request for approval to fill a teaching position to the Superintendent or designee for a degreed, non-certified professional with career/industry experience to teach a CTE subject within his/her area of expertise~~

~~The written request will outline the reason for the request, and it will document the credentials the recommended teacher possesses which qualify him/her to teach the subject. In addition, the written request must be submitted to the Superintendent or designee for approval prior to recommending to the Board of Trustees.~~

~~In order to enable more students to obtain the educational benefit of career and technical course offerings, the District seeks to establish its own local qualification requirements for such courses in lieu of the requirements set forth in law. This exemption will afford the District the flexibility to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations, such as welding, health sciences, architecture and construction, in career and technical courses.~~

First Day of Instruction	
Texas Education Code §25.0811	EB(LEGAL)
Rationale: Texas Education Code states that a school district may not begin student instruction before the 4th Monday in August. This forces the district into a calendar that has minimal opportunity for teacher professional development, causes shortened grading periods when the first semester ends in December, and provides negligible time for summer school before state mandated assessment re-takes in the summer.	
Innovation: To best serve the students in Dickinson ISD, we will move the school start date for students to no earlier than the third week of August. Starting earlier will allow for creative scheduling that allows for more intentional teacher professional development throughout the school year and also allows students to have a schedule that is more conducive to their learning.	

Teacher Contracts (Probationary)	
Texas Education Code §21.102	DCA(LEGAL)
Rationale: ● Currently, a person who is employed as a teacher by a school district for the first time, or who has not been employed by the district for two consecutive school years, shall be employed under a probationary contract. ● DISD is a fast-growing district and at times our staffing model is not able to accurately project class size enrollment. ● Non-certified teachers and/or teachers that are hired after the first instructional day are not always the most qualified for the position.	
Innovation: In an effort to provide quality educational opportunities for all students throughout the district, DISD would like the option of offering non-certified teachers and/or late hires (after the first day of instruction) an agreement rather than a contract. This will allow for flexibility in taking timely employment actions that, in turn, would provide students with a quality teacher.	

Student/Teacher Ratios; Class Size	
Texas Education Code §25.111-13, §25.112(A-G), §25.113(A-B)	EEB(LEGAL)
Rationale: A 22 to 1 student/teacher ratio is required by State law for Prekindergarten to 4th grade classes. When a class exceeds this limit, the district must complete and file a waiver with the Texas Education Agency, and the district must notify parents of waivers to class size limits.	
Innovation: Dickinson ISD is a fast-growth district, and for the past several years, a class size waiver to TEA has been required. Based on our observations, we believe it is not the number of students but the relationship of the teacher to students and make-up of the classroom which most directly influence the learning environment. Dickinson ISD will continuously monitor enrollment at the elementary campuses. When elementary classes exceed 22 students, district and campus administrators will collaborate to develop a plan to support those classes. A TEA waiver will not be submitted; however, the Superintendent will report enrollment to the Board of Trustees.	

Professional Development	
Texas Education Code §21.451, §21.458	DMA(LEGAL)

Rationale:

- With a diverse student population, Dickinson ISD's educators must be well equipped to meet the unique needs of each student. Currently, the district is required to implement state-mandated professional development that may not be beneficial to our staff needs.
- The state currently lays out specific requirements for teacher mentors. An exemption from these requirements would allow DISD to determine qualified mentors based on classroom performance rather than on seniority.

Innovation:

- Dickinson ISD believes that the district level committee (DEIC) is better equipped to determine professional development that will best meet the needs of local staff so that staff development can remain flexible and responsive to newly emerging data.
- As a fast-growth district, Dickinson ISD employs many new teachers each year. It is very important that mentors be effective classroom teachers who can support new teachers in their first years in the profession. Being exempt from this requirement would increase the pool of teachers from which the district could draw for our mentoring program.

Designation of Campus Behavior Coordinator	
Texas Education Code §37.0012	FO(LEGAL)

Rationale:
Senate Bill 107 requires the designation of a Campus Behavior Coordinator on each campus. This person is responsible for maintaining student discipline and the implementation of Chapter 37, Subchapter A.

Innovation:
Dickinson ISD believes in a collaborative approach to discipline, with multiple people providing emotional social support to students, rather than just one person. All campus principals and assistant principals handle student discipline. Each campus administrator will serve as a Campus Behavior Coordinator in regard to student discipline, as outlined in the Dickinson ISD Student Code of Conduct.

School District Depositories	
Texas Education Code §45.205-45.209	BDAE(LEGAL)

Rationale:
Districts are required to bid depository banking services at minimum every 6 years.

Innovation:
There are a limited number of banking entities with the interest in serving the district's financial needs. In addition, changing banks requires a burdensome administrative effort. DISD already monitors the availability of services and the pricing. Newer banking regulations are making local-government-entity business unattractive to banks, so the options are expected to remain limited in the near future.

Summary

Through HB 1842, Dickinson ISD will have increased flexibility and local control to make decisions. The Dickinson ISD Innovation Plan identifies current State laws from which the district seeks relief in order to best meet the needs of all stakeholders. Adjustments to Board policy will be reviewed, updated, and presented to the DISD Board of Trustees.

September 2022 Amendments

Teacher Certification (Revised September 2022)	
Texas Education Code §21.003, §21.044, §21.051, §21.053, §21.057 19 Texas Administrative Code § 231	DBA(LEGAL), DBA(LOCAL), DK(LEGAL), DK(LOCAL), DK(EXHIBIT)

Rationale:

- Dickinson ISD is committed to providing students with the highest level of academic instruction possible. Currently, in the event the district cannot locate a certified teacher for a position, or a teacher is assigned to a subject outside of his/her certification, the district must submit a request to the Texas Education Agency and wait for an approval or denial to be issued from the Commissioner of Education.
- Dickinson ISD wants decisions regarding certification to be handled locally and approved by the Superintendent and/or designee.
- The goal of Dickinson ISD will be to continue to hire certified teachers; however, flexibility is needed in areas that are difficult to find highly effective candidates with the required teacher certification. For example, many of the career pathways established by House Bill 5, 83rd Texas Legislature, Regular Session, 2013, require very specialized certification.
- Statutes and regulations inhibit the development of post high school plans and improvement of workforce skills to the extent these laws limit the District's ability to hire teachers to teach hard-to-fill, high-demand career and technical courses when quality certified teachers are not available.
- This provision will provide Dickinson ISD flexibility in hiring professionals from technical fields, college instructors, and internal applicants seeking assignments outside of their certification areas. This exemption also applies to the associated requirements of field experience and parental notification, and it negates the need to request approval from the Commissioner of Education.

Innovation:

For Career and Technical Education (CTE) (including STEM - Science, Technology, Engineering, and Math) and Dual Credit certification areas:

- Dickinson ISD Human Resources Department will submit a written request for approval to fill a teaching position to the Superintendent or designee for a degreed, non-certified, yet highly qualified, professional with career/industry experience to teach a CTE subject within his/her area of expertise.
- The written request will outline the reason for the request, and it will document the credentials the recommended teacher possesses which qualify him/her to teach the subject. In addition, the written request must be submitted to the Superintendent or designee for approval prior to recommending to the Board of Trustees.
- In order to enable more students to obtain the educational benefit of career and technical course offerings, Dickinson ISD seeks to establish its own local qualification requirements for such courses in lieu of the requirements set forth in law. This exemption will afford Dickinson ISD the flexibility to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations, such as welding, health sciences, architecture, and construction, in Career and Technical Education courses.

For allowing teachers to teach one subject outside of their certification area, but inside their grade level cluster:

- The campus principal may submit a request to allow for a certified teacher to teach one subject out of their certified field, yet still within their certification grade cluster, with written consent from the teacher. The principal must specify in writing the reason for the request and document what credentials or experience the certified teacher possesses to teach the subject (e.g., an elementary principal may submit a request for a 4th grade teacher who is certified EC-4th ELAR to teach 4th grade Social Studies).

For allowing teachers to teach outside of their grade level cluster, but inside their certification area:

- The campus principal may submit a request to allow for a certified teacher to teach outside of their certification grade cluster, yet within their certified field, with written consent from the teacher (e.g., a junior school principal may submit a request to allow for a teacher who is certified 7-12 Science to teach 6th grade Science).

For a teacher who is fully certified in another state, they will be considered a certified teacher in Dickinson ISD for one year on a probationary status if:

- The employee creates a Texas Educator TEAL account and applies for and pays for their:
    - review of out of state credential, one-year temporary certification, and fingerprints; and
- The employee agrees to register for appropriate certification examinations.

For a teacher applicant who is in the process of obtaining certification, they may be hired in an “at will” capacity and paid as a teacher before the effective date of the issuance of a valid certificate if the following apply:

- The individual is recommended for hire no more than 20 days before the first day of instruction or after the start of the instructional year; and
- The candidate will be issued a certificate by the deadline set annually by the Human Resources Department.

Removal of Unwanted Visitors (New September 2022)	
Texas Education Code §37.105 19 Texas Administrative Code §103.1207	GKA(LEGAL), GKA(LOCAL)

Rationale:

- Texas Education Code §37.105, applies to removing visitors from campuses and school events. This applies to parents and community members, not students. In 2017, the Texas Legislature changed the law on how school administrators can eject unruly guests from school events. Under the law, the guest must be given a warning before he or she is ejected. Upon ejection, the guest must also be given notice of how he can appeal the ejection.
- Given the heightened awareness of school safety, there may be instances where providing a warning and written notice of the appeal process is not in the best interest of student and spectator safety.

Innovation:

- A school/district administrator, school resource officer, or school district peace officer may refuse to allow persons to enter on or may eject a person from property under the district's control immediately without warning and written notice of appeal if:
  - The person poses a substantial risk of harm to any person; or
  - The person behaves in a manner that is inappropriate for a school setting.
- A person refused entry to or ejected from property controlled by the district may appeal such refusal of entry or ejection in accordance with Board policy [see FNG, GF].

DICKINSON INDEPENDENT SCHOOL DISTRICT

CONSENT AGENDA DOCUMENT

Meeting Date: September 12, 2022

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 MIILES 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 12h day of September, 2022.

_____

Board President

_____

Board Secretary

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

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 12, 2022

Item Title: Approval of Agenda Item A-C

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

A. Recruiting Calendar
B. Certifies District Appraisers
C. Consent Agenda Items

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 12, 2022

Item Title: Proposed Recruiting Schedule for 2022 - 2023

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

Hiring Event Opportunities for 2022-2023

Date	School / Location
October 18, 2022	Texas A&M University - Galveston (TAMUG)
October 19, 2022	Sam Houston State University - Huntsville
November 7, 2022	Texas A&M University - College Station
November 9, 2022	Texas State University - San Marcos
November 10, 2022	University of Houston - Clear Lake (UHCL)
November 11, 2022	University of Houston Systems- Houston (Houston Area Teacher Center)
TBA/Spring 2023	Baylor University - Waco
TBA/Spring 2023	Texas A&M University - College station
TBA/Spring 2023	Texas State University - San Marcos
TBA/Spring 2023	Lamar University - Beaumont
TBA/Spring 2023	Sam Houston State University- Huntsville
TBA/Spring 2023	Stephen F. Austin University – Nacogdoches
TBA/Spring 2023	Texas A&M University – Corpus Christi (TAMUCC)
TBA/Spring 2023	Texas A&M University - Kingsville (TAMUK)
TBA/Spring 2023	Texas A&M University - International (TAMUI)
TBA/Spring 2023	Texas A&M University – Prairie View (PVAM)
TBA/Spring 2023	University of Houston - Clear Lake (UHCL)
TBA Spring 2023	University of Houston Systems- Houston (Houston Area Teacher Center)
TBA/Spring 2023	University of Texas – Austin (UT)
TBA/Spring 2023	University of Texas at San Antonio (UTSA)
TBA/Spring 2023	University of Texas at Rio Grande Valley (UTRGV)
TBA/Spring 2023	Gulf Coast Teacher Job Fair - Houston

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

Item Title: Certified District Appraisers

Agenda Item: Kimberly Rich

The District list of certified appraisers for the 2022-2023 school year is attached for the Board's review and approval.

Recommendation:

The Superintendent and Executive Director for Human Resources recommend approval of the list of certified appraisers for the 2022-2023 school year.

Action Item: **_____√_____Yes** **_____No**

Motion made by _____ seconded by _____vote_____

Dickinson Independent School District
Certified Appraisers – 2022-2023

Dickinson High School
Dr. Billye Smith
Courtney Ramirez
Eric Anderson
Christina Cavness
Matthew Cooper
Kim Fouts
Cara Reyes
Chris Reyes
Valexis Rodriguez
Tara Shetler
Crystal Stinson

DALC/DCC/Esmond
David McConnell
Rashad See

CAP
La Donna Pratt

McAdams Junior High
Jessica Rose
Sarah Evans
Jamie Rogers
Jaime Williams

Kranz Junior High
Kim Kelley
Laura Breaux
Brendan Fitzpatrick
Pat Spies

Dunbar Middle School
Temeka Brown
Jeremy Walker
Jillian Callaway

Barber Middle School
Lindsey Suarez
Brandi Peterson

Lobit Middle School
Melody Smith
Meredith Antley

Bay Colony
Amy Smith
Julie O'Gea

Hughes Road
Kelly Colburn Jackson
Juliana Walker

K. E. Little
Brooke Newell
Hayde Lopez

Silbernagel
Leslie Burke
A. J. Lemmon

San Leon
Nici Snyder
Martha White

Calder Road
Jennifer Heard
Jordan Arbuckle

Lobit Elementary
Stephanie Williams
Torie Stewart
Martha White

ESC
Kathy Behrendsen
Dr. Leone Clark
Kimberly Davidson
Dr. Melissa Everett
Michael Herdman
Lisa Herrera
Chad Nuetzmann
Dr. Robert Pack
Laurie Rodriguez
Paul Trahan
* Carla Voelkel
* Robert Cobb
* Kimberly Rich

*****Will not normally conduct classroom observations/appraisals.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 12, 2022

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 September 1, 8, 2022
- Approval of Proposals Received-Contracted Services 21-09-1145
- New Hires Week of August 1, 2022
- Campus Fundraising Requests-DHS c/o 2024, Girls Basketball
- July 18, 2022 Minutes
- August 1, 2022 Minutes
- Donation to Gator Academy-Richard Taylor
- Approval of Proposals Received-Contracted Services 21-09-1145
- Memorandum of Agreement between BACODA and DISD
- Campus Fundraising Request-MJHS Girls Athletics
- Campus Fundraising Request-MJHS Lounge, MJHS Campus Activity
- Approval of Proposals Received-Contracted Services 21-09-1145
- Out of State Travel-Susan Haynes, SS Curriculum Specialist
- MOU Between UTMB Youth Aware of Mental Health (YAM) and DISD
- Campus Fundraising Request-DHS c/o 2024, KJHS, LES
- August 29, 2022 Minutes
- Out of State Travel-Susan Haynes and Charles Moore, Curriculum Specialists
- Approval of Proposals Received-Contracted Services 21-09-1145

Recommendation:
The Superintendent recommends the Board's ratification of the above consent items.

Action Item: ___√___ **Yes** _____ **No**