# Agenda of Regular Action Meeting

## The Board of Trustees
## Dickinson Independent School District

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A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held September 12, 2023, 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: Miranda Palacios and Ace D'Ascenzo, KELES*
3. Public Comment: Agenda Items 3
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5. Special Recognitions
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   - A. Consider Approval of Resignations, Retirements, New Hires 14

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      - Budget Amendments/Adjustments for September 7, 2023
      - June 6, 2023 Minutes
      - August 1, 2023 Minutes
      - New Hires for the Week of August 7, 2023
      - August 8, 2023 Minutes
      - New Hires for the Week of August 14, 2023
      - Agreement Between DISD and Family Service Center
      - MOU Between DISD and Resource and Crisis Center of Galveston County, Inc.
      - Donation to DJHS-Mark Cavazos
      - Campus Fundraising Requests-MJHS Campus Activity, MJHS Band
      - Donation to MJHS Royas Dance Team-Gulf Winds International, Inc.
      - Approval of Proposals Received Contracted Services 23-08-1160
      - Approval of Proposals Received Grounds Work Supplies 23-08-1161
      - Out of State Travel-Kimberly Rich, Exec. Dir. Human Resources
      - August 31, 2023 Minutes
14. Adjournment

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*The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, September 8, 2023 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, 2023

**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

This month we are excited to have a special Big Impact presentation of not only three employees, but also three community members for their efforts in organizing and helping with the first Dickinson ISD New Student Centralized Enrollment event in August.

**Dr. Angie Estes** hit the ground running when she moved into the role of Coordinator of Data Quality and Student Information Systems this past spring. She quickly assessed the need for and organized the district's first-ever New Student Centralized Enrollment event which brought all campuses together at one location and allowed parents to register their new students all at the same time. During the two-day event, 737 new Dickinson ISD students were enrolled. The district received many compliments on the event especially from parents with multiple children who previously would have had to visit each campus to complete enrollment for their new students. Thank you, Dr. Estes for your dedication in bringing this successful new event to our district.

**Stefanie Galonek**, Secretary to the Assistant Superintendent for Administration, played an integral part in helping to make this event a success by helping Dr. Estes with the planning and then being onsite all 20 plus hours of the event by answering questions and working with the many parents needing to complete residency affidavits.

**Noemi Arrendondo**, Attendance Invention Specialist, helped throughout the event looking over proof of residency paperwork and assisting with residency affidavit questions.

**Shelly Carpenter**, a Loan Officer with American Financial Network; **April Ferguson**, Business Development Manager with AMOCO Federal Credit Union; and community member **Julie Ferrell** all graciously volunteered their time as notaries to help parents needing their residency affidavit paperwork notarized. By having this service available at the New Student Centralized Enrollment event, it allowed parents to finish the enrollment process without having to leave and find notary services elsewhere.

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA ITEM

**Meeting Date:** September 12, 2023

**Item Title:** THSCA President-Elect

**Agenda Item:** Tammy Dowdy

**Background Information:**

**John Snelson**, who serves as Dickinson ISD Athletic Director and Dickinson High School Head Football Coach, was elected as the 2023-2024 President-Elect of the Texas High School Coaches Association by his high school coaching peers at the Coaching School and Convention in Houston this summer. He will work closely with the organization's president this coming year to help lead the association of over 26,000 members. He will move up to serve as THSCA president during the 2024-2025 school year.

In a letter to Dickinson ISD announcing Coach Snelson's role in THSCA, Executive Director Joe Martin said, "Coach Snelson is a very respected coach in the state of Texas, and we look forward to working with him as we continue our mission of 'Helping Coaches Help Kids.'"

Congratulations to Coach Snelson on this recognition and for representing Dickinson ISD at the state level.

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA ITEM

**Meeting Date:** September 12, 2023

**Item Title:** Texas Delegate for Type-1 Diabetics

**Agenda Item:** Tammy Dowdy

**Background Information:**

Dickinson High School junior **Bethany Lloyd** is one of 165 children chosen to travel this past summer for a week in Washington, D.C. to advocate before members of Congress for Type-1 diabetics. She was chosen from over 700 applicants from around the world. Type-1 diabetes is something very personal to Bethany as she has battled the disease for more than 10 years.

As part of her journey with diabetes, Bethany and her supporters, known as “Bethany’s Crew” have been instrumental in supporting diabetes research. They participated in the JDRF One-Walk event and were chosen to be included on the front of the event’s invitation. “Bethany’s Crew” has also been instrumental in raising over $4 million for research this past JDRF campaign season. JDRF is the leading global organization focused on type 1 diabetes research. Bethany ended her summer vacation this year by attending a three-week long camp near Dallas for diabetic teens.

We congratulate Bethany for her fight against diabetes and representing herself and others battling diabetes by advocating for research at the national level.

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA ITEM

**Meeting Date:** September 12, 2023

**Item Title:** Dickinson ISD FFA Program

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson ISD FFA Program is continuing its rapid growth and has grown to the 7th largest chapter in Texas. The program has become appealing to nontraditional agricultural students who are actively participating in competitions, animal projects, and leadership roles with an expanded list of courses that now count toward the student's science, math, or fine arts graduation credit. Students are competing not just at the local county fair, but also at major shows across Texas.

We would like to recognize the Dickinson ISD FFA officers as they are leading the organization to be a very competitive and growing chapter recognized across Texas.

**Noah Nuetzmann**, President

**Abrianna Zamarripa**, Vice President

**Hunter Hall**, Secretary

**German Olvera**, Treasurer

**Maile Davidson**, Reporter

**Clarissa Shine**, Sentinel

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA ITEM

**Meeting Date:** September 12, 2023

**Item Title:** FFA Lone Star Degree

**Agenda Item:** Tammy Dowdy

**Background Information:**

Three Dickinson ISD FFA members were recognized this past July on receiving their Lone Star Degree at the Texas FFA State Convention. This is the highest award an FFA student can receive at the state level. To earn this honor, FFA students meet several qualifications involving time and investment in their local FFA chapter. The student must also meet requirements related to academics and community service.

Earning their Lone Star FFA Degree this year are:

**Anna Belle Johnson**

**Noah Nuetzmann**

**Riley Terry**

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA ITEM

**Meeting Date:** September 12, 2023

**Item Title:** Lone Star Leadership Academy

**Agenda Item:** Tammy Dowdy

**Background Information:**

Three Dickinson ISD junior high students were among the 844 students chosen to participate in the Education in Action's summer 2023 Lone Star Leadership Academy camp. The students were nominated by a teacher to participate based on demonstrated leadership ability, academic success, and involvement in school/community activities.

The Lone Star Leadership Academy experience provides a unique opportunity for outstanding students to learn about Texas leaders and what is means to be from the Lone Star State. Participants discuss what they learn, complete problem solving and decision-making simulations, exercise creativity, and practice presentation skills in leadership groups. In addition, participants have fun meeting other outstanding students and making new friends while adding to their resume of academic achievements, developing leadership skills, and bring home a wealth of information to supplement what they are learning in school.

All three students attended the Austin/San Antonio five-night camp which included visiting historical attractions in those areas and participating in team building and leadership activities.

Chosen to participate this past summer from Dickinson ISD were:

| | | |
|---|---|---|
| **Ayden Berner** | 7th grade | Dickinson Junior High |
| **Claire Hudson** | 6th grade | Kranz Junior High |
| **Finnley Dyson** | 6th grade | McAdams Junior High |

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA ITEM

**Meeting Date:** September 12, 2023

**Item Title:** National Thespians Festival

**Agenda Item:** Tammy Dowdy

**Background Information:**

Three Dickinson High School Theatre students received the highest superior scores in the Group Acting category at the National Thespians Festival this past June. They were among 11 DHS Theatre students who earned the opportunity to compete at the national festival after top finishes in the Texas Thespians Festival in San Antonio last school year. At the Texas festival, DHS had 27 students participate and 20 earn trophies and medals among the over 2,100 students who competed in various acting and technical competitions.

**Audrey Brooks**
**Kaylee Jewel Richards**
**Kennady Spies**

The students are led by DHS Theatre directors **Laurel Powell, Marisa Hataway**, and **Roxanne Sheffield**.

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA ITEM

**Meeting Date:** September 12, 2023

**Item Title:** TAFE National Competition

**Agenda Item:** Tammy Dowdy

**Background Information:**

Eight Dickinson High School students, part of the Texas Association of Future Educators (TAFE) in the Education and Training pathway, competed and advanced to the Educators Rising Nationals in Orlando, Florida this past summer. The competition was attended by over 2,000 students nationwide.

Two of our current sophomores stood out as semifinalists. They co-authored and illustrated a PreK - K book, showcasing their dedication to early childhood education.

Congratulations to the following students on being named semi-finalists at the Children's Literature category of the competition.

**Shamir Burch**

**Victoria Ruiz-Calderon**

The students are led by DHS teachers **Angelica Valderramos** and **Annlyn Chiles**.

# DICKINSON INDEPENDENT SCHOOL DISTRICT

## EXECUTIVE BOARD AGENDA DOCUMENT

**Meeting Date:** September 12, 2023

**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 attorney** - 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 551.072 Real Property** – To deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.073 Prospective Gifts** – To deliberate a negotiated contract for a prospective gift to the district if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.074 Personnel** Matters - 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 551.076 Security** – To deliberate the deployment, or specific occasions for implementation, of security personnel or devices or a security audit; **Section 551.082 Student discipline** - school children; school district employees; disciplinary matter or complaint, and **Section 551.0821 Student Information** - 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; **Section 551.087 Economic development**.

**Time To Executive Session:** _____

**Time Out of Executive Session:** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT**

**BOARD AGENDA DOCUMENT**

**Meeting Date:** September 12, 2023

**Item Title:** Personnel Action
- Employment
- Resignations/Retirement

**Agenda Item:** Kimberly Rich

- We have three (3) new hires

- We have six (6) resignations: one (1) Teacher at Silbernagel Elementary, one (1) Teacher at Bay Colony Elementary, one (1) Teacher at San Leon Elementary, one (1) Teacher at McAdams Junior High, two (2) Teacher at Kranz Junior High.

- We have one (1) retirement: one (1) at CAP.

**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, 2023

**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
- Advanced Programs/Dual Credit Longitudinal Data Report
- Tax Report for July 2023 and Year to Date

**Recommendation:**

Information only

**Action Item: _____Yes _____√_____ No**

**DICKINSON INDEPENDENT SCHOOL DISTRICT**
**BOARD AGENDA DOCUMENT**

**Meeting Date:** September 12, 2023

**Item Title:** Human Resources Annual Report

**Agenda Item:** Kimberly Rich

**Background Information:**
Human Resources Annual Report attached.

**Recommendation:**
Information only

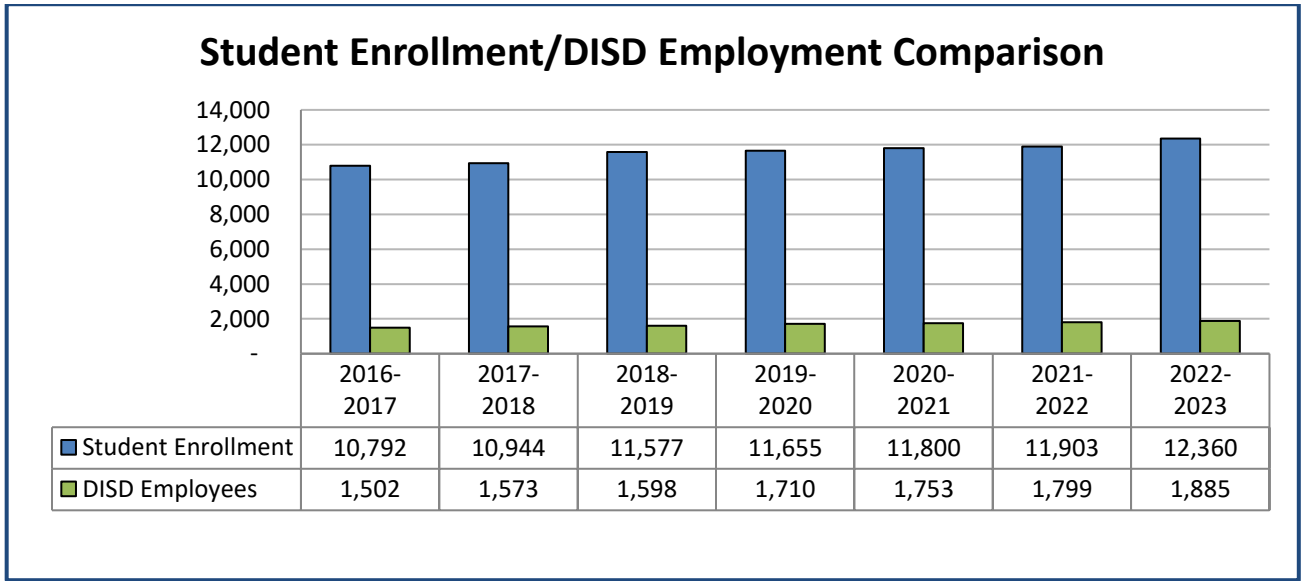
**Action Item:** _____**Yes** __√__**No**

**DICKINSON INDEPENDENT SCHOOL DISTRICT**
**Department of Human Resources Report to the Board of Trustees**
**September 12, 2023**

**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 2022-2023 school year, DISD employed approximately 1885 full-time qualified staff members committed to providing quality services to 12,360 students. Using PEIMS data from the final submission report, the chart below reflects student enrollment and number of employees (not positions) since 2015.




| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|---|---|---|
| Student Enrollment | 10,792 | 10,944 | 11,577 | 11,655 | 11,800 | 11,903 | 12,360 |
| DISD Employees | 1,502 | 1,573 | 1,598 | 1,710 | 1,753 | 1,799 | 1,885 |

**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 information below is an overview of the staffing decisions for the 2023-2024 school year. A full report (Summary of Staffing), available upon request, provides detailed information for each eliminated and/or additional position.

| | | |
|---|---|---|
| **Total Teachers** | | **57.5** |
| Regular | 37.0 | |
| CTE | 6.0 | |
| Acad.Coach | 6.0 | |
| BIL/ESL | 1.0 | |
| SpEd | 7.5 | |
| **Total Admin/Tech Suport** | | **-1.0** |
| Campus | -2.0 | |
| District | 1.0 | |
| **Total Auxiliary** | | **9.0** |
| Custodial | 0.0 | |
| FNS | 9.0 | |
| Gator Academy | 0.0 | |
| Maintenance | 0.0 | |
| Transportation | 0.0 | |
| **Total Paraprofessionals** | | **-4.0** |
| Regular | -7.0 | |
| BIL/ESL | -3.0 | |
| SpEd | 6.0 | |
| District | 0.0 | |
| **Total Professional Support** | | **0.0** |
| Counselor | 2.0 | |
| Curr.Spec. | -1.0 | |
| District | 0.0 | |
| Librarian | 1.0 | |
| Nurse | 1.0 | |
| SpEd | -2.0 | |
| Technology | -1.0 | |
| **Total Positions** | | **61.5** |

| | |
|---|---|
| Dickinson HS | **-1.50** |
| Alternative | **1.00** |
| McAdams JH | **13.50** |
| Kranz JH | **9.50** |
| Dickinson JH | **117.00** |
| Barber MS | **-8.00** |
| Dunbar MS | **-13.50** |
| Lobit MS | **-6.00** |
| Bay Colony | **-7.00** |
| Calder Road | **-7.00** |
| Hughes Road | **-6.50** |
| K.E.Little | **-15.00** |
| Lobit Elementary | **-6.00** |
| San Leon | **-10.00** |
| Silbernagel | **-3.00** |
| ESC | **-4.00** |
| Technology | **-1.00** |
| Auxiliary | **9.00** |
| **Total** | **61.50** |

**AARP ESSER III Funding**

To meet the loss of learning for students, the district continues to utilize ESSER III money to staff teachers and a district curriculum director. Additionally, the district continues to utilize ESSER funds a 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. This past year we updated athletic and special programs stipends.

**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 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 09/01/2023)

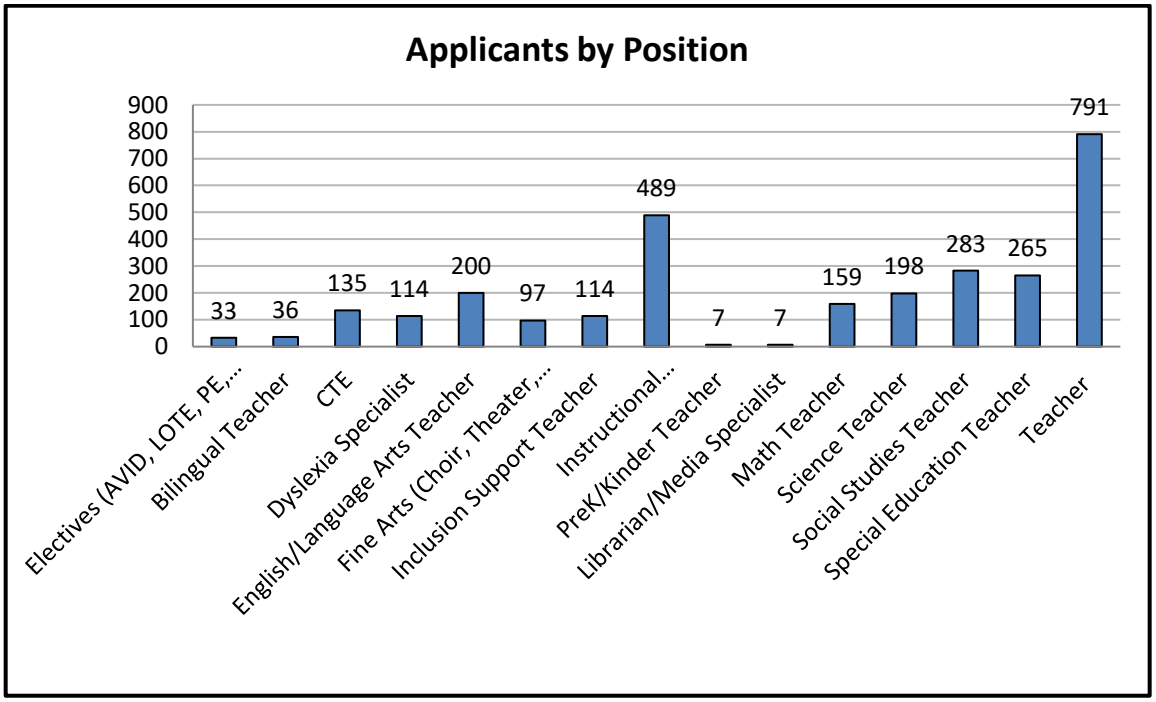
| Assignment | Number |
|---|---|
| PPCD/Pre-K | 7 |
| Kindergarten | 7 |
| Grade 1 | 12 |
| Grade 2 | 9 |
| Grade 3 | 12 |
| Grade 4 | 9 |
| ELA/Reading | 29 |
| Math | 21 |
| Science | 20 |
| Social Studies/History | 22 |
| Bilingual/ESL (any grade level) | 6 |
| Dyslexia | 1 |
| CTE | 19 |
| Art/Theater Arts | 7 |
| Band/Choir | 3 |
| LOTE | 5 |
| PE/Dance/ISS | 3 |
| Special Education | 32 |
| Instructional/Behavior Coach/ISS | 9 |
| Other Electives (AVID/Athletic Trainer/ROTC) | 1 |
| **Total** | **234** |

**Number of Applicants Available for Each Professional Position**

For the 2023-2024 school year, job vacancies were posted by March 1, 2023. From 3/1/20232 through 09/01/2023, approximately 2,946 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, School Psychologists, Diagnosticians, OT/PT, and Speech are on the Administrative Pay Grade. In addition, the HR Department processed 274 new hires and 673 Personnel Action (PA) items based on funding/ budget changes. During this major transition year, the HR Department provided an additional 210 transfers and 376 updated stipends (Critical Shortage, Special Programs, Academic) via a shared document to avoid additional PAs.

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 31% 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 2023.

| | |
|---|---|
| Out-of-State | 11 |
| Alternative Certification Program | 11 |
| District of Innovation | 11 |
| Adjunct | 41 |

**NEW HIRES**

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**

DISD uses the 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 spent 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 can 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 welcome by Superintendent Voelkel, a keynote by Justin Richardson of Lead4ward, technology orientation, and campus orientation. Day 2 training topics focus on classroom management and foundations of Professional Learning Communities. On Day 3, teachers will receive extensive training on Seidlitz's 7 Steps to a Language Rich Classroom, the TTESS appraisal system, and another session of campus-based orientation. On Day 4, teachers will receive information and support on their Insurance & Benefits, Payroll, DISD Employee Handbook, and instructional tools and resources. Optional technology sessions will be offered, and all new-to-the-profession teachers will have their first session of the First Year Teacher Academy.

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 2023-2024 school year, the training schedule will include one day of content-based training provided by curriculum specialists titled, "Gator Learning Communities," three days of campus specific training, one day for Convocation, and one teacher

preparation day. 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 and Temporary Disability according to federal, state, and local guidelines.

Dickinson ISD created the Catastrophic Leave Program titled, *Gators Helping Gators*, board approved on June 6, 2022 and remains in effect for each school year thereafter. This is a voluntary program designed to aid employees who experience a catastrophic medical condition for themselves or for an immediate family member and who have insufficient leave to meet those circumstances extending beyond five (5) consecutive workdays. However, the District may consider any extenuating circumstances if the catastrophic medical condition is for less than five consecutive workdays.

The HR Department processes requests for employee leaves and maintains the required documentation that must accompany a request for leave. 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 work collaboratively e to establish procedures and protocols for employees.

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.

This past year, the HR Department launched SWAMP (Staff Wellness and Mindfulness Program). The HR Department is partnering with the Gator Hope Clinic, Gator Wellness Center, and district nursing staff to provide various programs and resources for our employees. Through SWAMP, we will run fitness challenges (with prizes!), our annual flu shot clinic, The Rose Mobile Mammography sessions, semi-annual District Baby Shower, and more. The staff has SIX (6) face-to-face sessions per family member per issue per year to seek counseling and unlimited phone call and web resources for a variety of other things (legal services, financial planning, childcare resources, elder care resources, etc.).

**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.

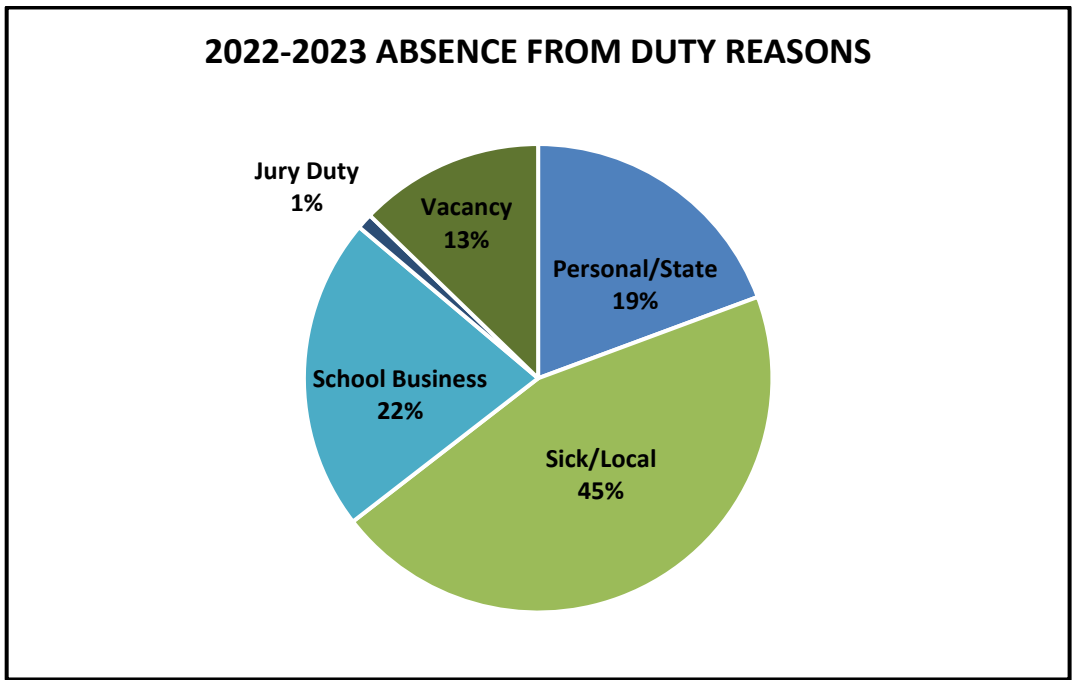
**EMPLOYEE CONTRACTS**

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 Frontline Substitute Management. Once a substitute completes the new hire paperwork, attends online 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 2022-2023 school year.



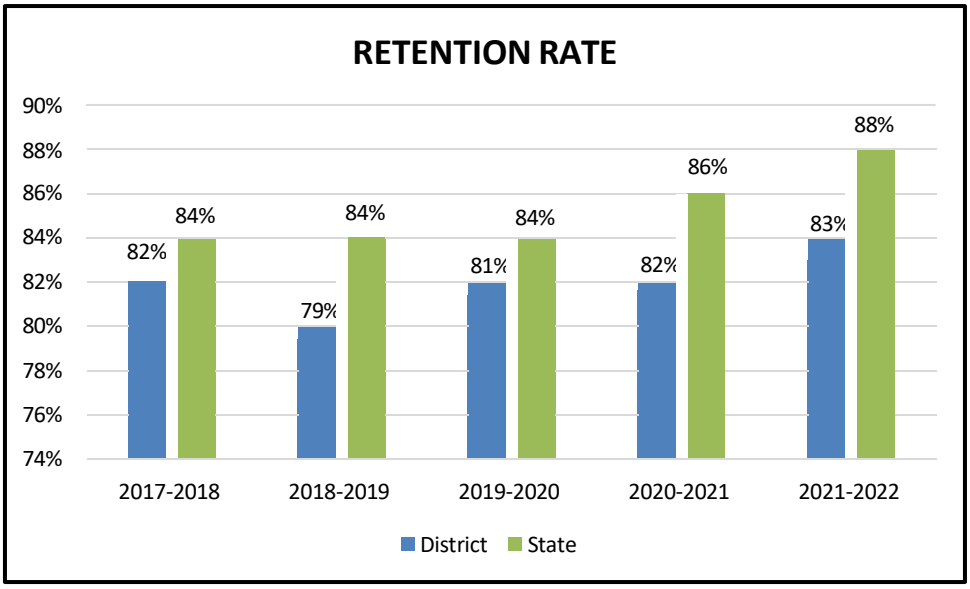

**PLANS FOR IMPROVEMENT**

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.

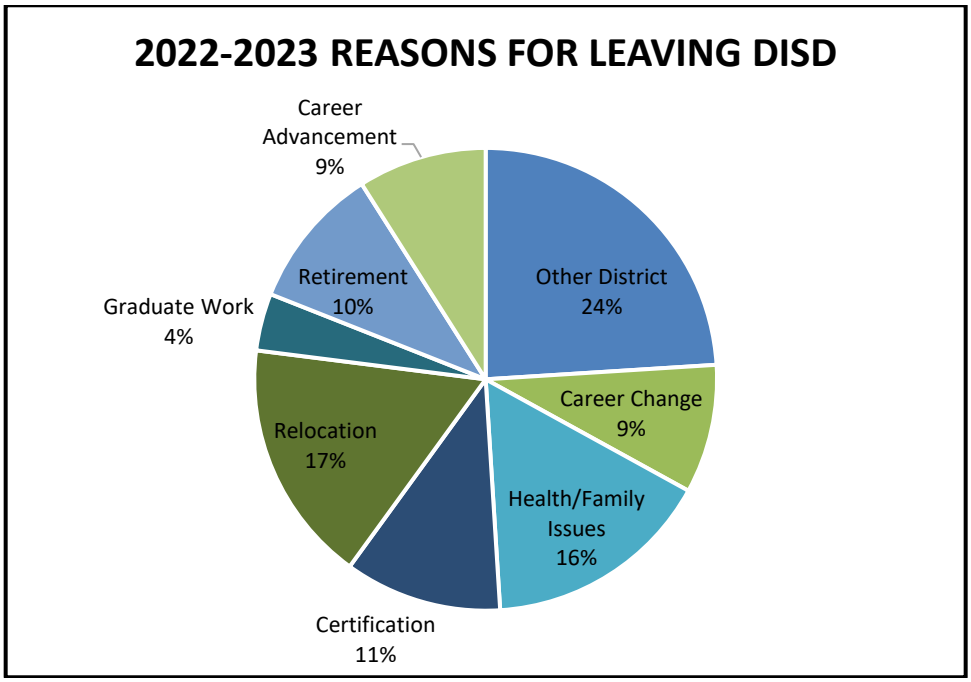
**Teacher Retention**

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 2022-2023 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.

**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 and department leaders to review, revise, and update job descriptions.
- The HR Department will continue to work collaboratively with principals and directors to successfully implement a universal evaluation tool for employees not assigned to TTESS (teachers), TPESS (campus administrators), TEMPSC (counselors)
- 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, 2023

**Item Title:** 2023 Bilingual/ESL Summer School Programs Report

**Agenda Item:** Lisa Herrera

**Background Information:**
Attached is the 2023 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 ESL students served during the 2022-2023 school year. This year's full-day program was held face-to-face at Hughes Road Elementary. Classes were held Monday - Thursday, June 05th – June 29th.

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

Sandra Gomez served as the Pre-K/Kindergarten Program Coordinator. Parental involvement continued to be a priority. English language strategies and resources were provided to parents to reinforce with their child at home.

2. **Pertinent statistics:**

| | |
|---|---|
| Number of eligible students, based on state criteria: | 331 |
| Number who responded to invitation: | 97 |
| Number who participated: | 88 |
| Average daily attendance: | 69 |
| 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)** | 68% | 83% |
| **Dual Language Pre-K (English)** | 58% | 81% |
| **Dual Language Kindergarten (Spanish)** | 63% | 87% |
| **Dual Language Kindergarten (English)** | 58% | 79% |
| **ESL Pre-K (English)** | 64% | 85% |
| **ESL Kindergarten (English)** | 62% | 78% |

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 2023: Payroll: $51,156.04; Materials: $757.84; and Transportation: $15,645.12. Total cost of the program: $67,559.00

## Newcomer Academy Summer Program for DISD Bilingual/ESL Students in Grades 1 - 5

**Summary:**

The Newcomer Summer School Program is for 1st to 5th 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 2023: Payroll: 18,024.00

## Summer Bridge for DHS At-Risk Students'

**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 5 through June 22, 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 University at Galveston, Houston Museum of Natural Science, and the Space Center Houston (NASA). The cost of the program for 2023: Payroll: $26,491.49 and Transportation: $6,145.56. Total cost of the program: $32,637.05.

**Closing the Gap:**

National Graduation Rate= 88%
Texas Graduation Rate= 90%
DHS Graduation Rate= 86.3 %

**Grade Promotion:**

Based on data for the class 2026, the students that received credit from Summer Bridge had a 100% promotion rate from 9th to 10th grade.

**EOC Data:**

Failed = 12.1%
Approaches = 42.4%
Meets = 36.4%
Masters = 9.1%

**Program Growth:**

2021 was the program's inception year and had a total of 63 students with 55 students receiving credit. In 2022 there were 65 students with 56 students receiving credit and 6 leaders. In 2023 the program grew to 60 kids, 6 leaders and a one leadership mentor.

**Leadership Opportunities:**

In 2022, previous Summer Bridge students were encouraged to apply to be Leaders, a group mentor for the current cohort of Summer Bridge students through an application process. A total of 6 students are selected every year. In 2023 the program incorporated a leader mentor, a student from the previous leader cohort, to advise and train the newly selected leaders.

**CTE Program Exposure:**

Students are exposed to 8 of the CTE programs offered here at Dickinson High School, many of which are joined throughout the student's high school years including Barbering, Cosmetology, Ag, Robotics, Pharmacology, Imaging, Dental and more.

## INITIAL CREDIT PROGRAM SUMMARY

**Administrator: Kendra Berg, Dickinson Dean of Instruction/ Matt Cooper Dickinson High School Assistant Principal**
**Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary**
**Session Dates:** June 5-15, 2023
**Cost to Student**: $100.00 for 8 days of access to Edgenuity for Credit Recovery
**Session Dates:** June 5th – 15th, 2023
**Cost to Student**: $100.00 for 8 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<br>Initial Credit<br>.5 credit course | All students | Edgenuity<br>Computer-based | 4 | 4 | 2 |
| Art IA<br>Initial credit<br>.5 credit course | All students | Edgenuity<br>Computer-based | 1 | 1 | .5 |
| Art IB<br>Initial Credit<br>.5 credit course | All students with Art IA credit | Edgenuity<br>Computer-based | 1 | 1 | .5 |
| **TOTAL** | | | **6** | 6 | **3** |

Total # of students enrolled: 3

Total credits earned: 3

Total tuition collected: $300

## CREDIT RECOVERY PROGRAM SUMMARY

**Administrator: Kendra Berg, Dickinson Dean of Instruction/ Matt Cooper Dickinson High School Assistant Principal**
**Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary**
**Session Dates:** June 5-15, 2023
**Cost to Student**: $100.00 for 8 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 | 11 | 10 | 5 |
| Eng 1 B .5 credit course | All students Grades 9-12 | Edgenuity Computer-based | 6 | 4 | 2 |
| Eng 2 A .5 credit course | All students Grades 9-12 | Edgenuity Computer-based | 8 | 7 | 3.5 |
| Eng 2 B .5 credit course | All students Grades 9-12 | Edgenuity Computer-based | 10 | 7 | 3.5 |
| Eng 3 A .5 credit course | All students Grades 9-12 | Edgenuity Computer-based | 12 | 10 | 5 |

| Course | Student Audience | Format of Course | Total # of Courses Attempted | Total # of Courses Completed | Total # of Credits Awarded |
|---|---|---|---|---|---|
| Eng 3 B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 17 | 14 | 7 |
| Eng 4 A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 0 | 0 | 0 |
| Eng 4 B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 4 | 2 | 1 |
| Alg 1 A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 9 | 7 | 3.5 |
| Alg 1 B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 5 | 4 | 2 |
| Alg 2 A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 6 | 6 | 3 |
| Alg 2 B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 11 | 11 | 5.5 |

| Course | Student Audience | Format of Course | Total # of Courses Attempted | Total # of Courses Completed | Total # of Credits Awarded |
|---|---|---|---|---|---|
| Geom A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 14 | 13 | 6.5 |
| Geom B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 20 | 17 | 8.5 |
| Algebraic Reasoning A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 0 | 0 | .0 |
| Algebraic Reasoning B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 2 | 1 | .5 |
| Precalculus B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 2 | 2 | 1 |
| World Geo A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 8 | 8 | 4 |
| World Geo B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 1 | 1 | .5 |

| Course | Student Audience | Format of Course | Total # of Courses Attempted | Total # of Courses Completed | Total # of Credits Awarded |
|---|---|---|---|---|---|
| World Hist A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 4 | 4 | 2 |
| World Hist B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 6 | 5 | 2.5 |
| US Hist A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 3 | 2 | 1 |
| US Hist B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 8 | 2 | 1 |
| Span I A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 4 | 2 | 1 |
| Span I B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 4 | 2 | 1 |
| Span II A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 4 | 4 | 2 |
| Span II B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 14 | | 7 |

| Course | Student Audience | Format of Course | Total # of Courses Attempted | Total # of Courses Completed | Total # of Credits Awarded |
|---|---|---|---|---|---|
| Bio A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 10 | 10 | 5 |
| Bio B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 8 | 7 | 3.5 |
| Chem A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 2 | 2 | 1 |
| Chem B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 9 | 9 | 4.5 |
| Environmental Systems B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 2 | 2 | 1 |
| Foundations of Personal Fitness<br>.5 credit course | All students | Edgenuity<br>Computer-based | 2 | 2 | 1 |
| IPC A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 2 | 2 | 1 |

| Course | Student Audience | Format of Course | Total # of Courses Attempted | Total # of Courses Completed | Total # of Credits Awarded |
|---|---|---|---|---|---|
| IPC B<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 3 | 2 | 1 |
| Physics A<br>.5 credit course | All students Grades 9-12 | Edgenuity<br>Computer-based | 1 | 1 | .5 |
| Principles of Health Sci A | All students Grades 9-12 | Edgenuity<br>Computer-based | 1 | 1 | .5 |
| Medical Terminology A | All students Grades 9-12 | Edgenuity<br>Computer-based | 1 | | .5 |
| **TOTAL** | | | **234** | | **99** |

Total # of students enrolled in program: 49

Total credits earned: 99

Total tuition collected: $4,800.00

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. In 2020-21, our students recovered 92 credits because of our summer program**.** Last 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 3. Combined with the credit recovery session, the total credits earned for summer school was 103 credits.**

## ESL ACADEMY PROGRAM

**Administrator: Kendra Berg, Dickinson High School Dean of Instruction**
**Secretary: Nancy Torreros, Dickinson High School Dean of Instruction Secretary**
**Session Dates:** June 5 - June 22, 2023; 7:30-1:30pm
**Cost to Student**: $0 cost to student

Table 6: *Participation in the ESL Academy Program*

| Daily Participation | June 5<br>13 | June 6<br>12 | June 7<br>12 | June 8<br>13 | Teacher | Tuition Collected |
|---|---|---|---|---|---|---|
| | June 12<br>9 | June 13<br>9 | June 14<br>11 | June 15<br>10 | Dockery | 0.00 |
| | June 19<br>10 | June 20<br>8 | June 21<br>12 | June 22<br>8 | Dockery | 0.00 |
| **Average Participation By Day** | 11 | | | | | |



Components of the Summer Acceleration/Remediation Program:

- Students enrolled in the ESOL 1 and 2 courses were invited to attend. The program was 12 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. Last summer 21-22, the program was extended from 8-days last year to 16 days. Transportation was provided as a shared resource for the summer bridge program. We consistently ranged from 7-10 students in attendance in 2022. This year we went to a 12-day program and continued to provide transportation. We saw an increase in average daily attendance to 11 students/ day.

## Dickinson High School 2023 Extended Year Program Total Costs

| | |
|---|---|
| Tuition Billed Students | $4,800 |
| Tuition Refunded to students | -$100 |
| Credit Recovery/ Initial Credit/ DALC Credit Recovery: Payroll not including Medicare and TRS<br>*Teachers only/does not include administrator or secretary | -$25,480 |
| ESL Academy: Payroll not including Medicare and TRS<br>*Teachers only/does not include administrator or secretary | -$2520 |
| GATOR Scholars: Payroll not including Medicare and TRS<br>*Teachers only/does not include administrator or secretary | -1120 |
| | |
| **Program Cost to the District**<br>* Does not include: administrator/secretary payroll costs, utilities, or food service<br>* **Cost for EOC Retests are included in the DISD Testing Administrator's budget** | **$24,420** |



**Payroll Explanation**

- Teachers are paid $35.00 per hour for instruction.
- Teachers for initial credit and credit recovery are paid 7 hours per day for 8 days of instruction @ $35.00 per hour.
- Teachers for ESL Academy are paid 6 hours per day for 12 days of instruction @ $35.00 per hours.
- Teacher for Gator Scholars / PSAT Prep is paid 4 hours per day for 4 days of instruction @ $35.00 per hour.

- **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: We expanded our ESL Academy to be double the length it has been in the past. This will significantly help those 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. 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.
- 22-23: We added a DALC option to summer school to help reduce the number of students who would begin the year at DALC. This led to an increase in teacher salaries but at a benefit to the students who were able to serve their DAEP placement while also earning credits. We also brought the Gator Scholars program back to our students in an effort to increase our number of students achieving National Merit status. Our Summer school now program was very successful this year, so we saw a decrease in summer school enrollment, the program only brought in 49 students, but those students were able to complete 103 credits this summer. The overall cost to the district did increase from $16,460 in

Summer 21-22 to $24,420 this year but we added two programs back into the offerings. We are still well below the $58,881 of Summer 15-16.

**DICKINSON INDEPENDENT SCHOOL DISTRICT**
**BOARD AGENDA DOCUMENT**

**Meeting Date:** September 12, 2023

**Item Title:** 2023 Summer Professional Development Report

**Agenda Item:** Lindsey Suarez

**Background Information:**
The following written reports are attached:

- Summer 2023 PD Summary
- Summer PD Course Enrollment Summary
- Gator CHOMP Conference Program
- Solution Tree PLC at Work Conference Agenda

**Recommendation:**
Information only

**Action Item: _____Yes ___√___ No**

# Dickinson ISD Professional Development Summary
# Summer 2023

**Gator CHOMP Conference**

On June 1 and 2, 341 professional staff members attended the CHOMP Conference and engaged in learning with their colleagues. This home-grown, 2 day, district-wide event featured a keynote address by Lead4ward's Justin Richardson, as well as 99 sessions presented mostly by DISD professionals. Sessions were geared towards every grade level, content area, and professional speciality including GT, STEAM, fine arts, classroom management, leadership, Special Programs, and more. During the two days, participants had the opportunity to attend up to 8 different breakout sessions of their choice. Giving participants voice and choice allowed professionals to have autonomy and attend professional learning specific to their unique needs as a learner.

**Professional Learning Communities (PLC) @Work LIVE Institute**

DISD hosted the PLC@Work LIVE Institute on June 13-15 at DHS. This live-streamed event engaged 319 professionals, most of which were hand selected by campus principals. Participants learned from nationally recognized speakers such as Mike Mattos, Anthony Muhammad, Regina Stephens Owens, Tim Brown, William Ferriter, Timothy Kanold, Maria Nielsen, and Jeanna Spiller. Over the course of the 3 days, participants heard 3 keynotes, chose 5 breakout sessions, and had ample time with their campus and department teams to process, debrief, and create action plans using new learning. All attendees were tasked with implementing and sustaining the PLC mindset and framework - *1. Ensure learning at high levels for ALL; 2. Maintain a culture of collaboration; 3. Focus on results*- when they return to campus in the fall.

**Individual PD Events**

In addition to the two large events hosted by DISD, we held over 100 professional learning sessions, both virtual and in-person, that counted towards Teacher Exchange Days. A host of topics were covered and sessions were geared towards all grade levels, content areas, and specialities. All teachers had numerous opportunities to satisfy their Exchange Day requirements over the summer and most took advantage of these opportunities.

## Participation Statistics

- Approximately 200 Professional Development Sessions were offered over the summer.
- Approximately 3,500 DISD staff members enrolled and attended various courses throughout the summer, including our New Hire Week in August which hosted over 200 new hires.
- All teachers had numerous opportunities to satisfy their Exchange Day requirements over the summer and most took advantage of these opportunities.
- Approximately 21,000 hours of professional development hours were earned by DISD staff, not including the thousands of additional hours completed through sources and platforms outside of DISD.

## Enrollment Data

Enrollment data from May 28, 2023 to August 12, 2023

### All Courses

| Course Title | Date | Max Seats | Active | Pending | Absent | Attendance % |
|---|---|---|---|---|---|---|
| DCC Team Planning Day | 5/30/2023 | 30 | 5 | 0 | 0 | 100 |
| DHS: Athletics/PE Professional Development (Day 1) | 5/30/2023 | 50 | 45 | 0 | 2 | 96 |
| ESMOND Team Planning Day | 5/30/2023 | 30 | 3 | 0 | 0 | 100 |
| DHS English 1 Gator Learning Community: Summer Curriculum Preview Day 1 | 5/30/2023 | 30 | 7 | 0 | 0 | 100 |
| DCC Individual Work Day | 5/31/2023 | 30 | 4 | 0 | 0 | 100 |
| ESMOND Individual Work Day | 5/31/2023 | 30 | 2 | 0 | 0 | 100 |
| DALC HS Individual Planning Day | 5/31/2023 | 30 | 2 | 0 | 0 | 100 |
| DHS: Athletics/PE Professional Development (Day 2) | 5/31/2023 | 50 | 34 | 0 | 0 | 100 |
| KELES 23-24 Planning Day | 5/31/2023 | 30 | 28 | 0 | 0 | 100 |
| DHS: DISD Summer CHOMP Conference (June 1st & 2nd) Limit 550 | 6/1/2023 | 550 | 389 | 0 | 48 | 89 |
| VIRTUAL: GT Core/Foundation: Nature & Needs | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core/Foundation: Social and Emotional Needs | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core/Foundation: Differentiation | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core/Foundation: Identification & Assessment | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core/Foundation: Creative Instructional Strategies | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Update: Depth and Complexity (not an intro) | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core OR Update: Depth & Complexity Icons (intro) | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Update: Tech Tools for Differentiation | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Update: 23 Tips for Differentiation in 2023 | 6/1/2023 | 30 | 0 | 0 | 0 | 0 |
| GT Update at CHOMP Conference – Option A | 6/2/2023 | 100 | 84 | 0 | 0 | 100 |
| MJHS C213 - Summer Science CTT (May 30 & 31) | 6/3/2023 | 30 | 8 | 0 | 0 | 100 |
| CPI Course - DHS Counselors & Admin | 6/5/2023 | 25 | 9 | 0 | 0 | 100 |
| ACCEL Team Planning Day | 6/5/2023 | 30 | 4 | 0 | 0 | 100 |
| DHS A103 - PBIS planning day INVITATION ONLY | 6/5/2023 | 15 | 11 | 0 | 3 | 79 |
| McAdams JH Only-PBIS training (2 days) | 6/5/2023 | 30 | 8 | 0 | 0 | 100 |
| Virtual Dyslexia Intervention Fundamentals with Reading by Design | 6/5/2023 | 30 | 1 | 0 | 0 | 100 |
| ESC 251: Book of Knowledge: Engaging Student Notebooks | 6/6/2023 | 50 | 31 | 0 | 7 | 82 |
| LMS Library: Special Education: | 6/6/2023 | 60 | 19 | 0 | 3 | 86 |

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|---|---|---|---|---|---|---|
| Reading Instruction Camp | | | | | | |
| ESC CR 202 Grade 6 Math Desmos Task Force | 6/6/2023 | 30 | 10 | 0 | 0 | 100 |
| Library@LMS Reading Camp for Special Populations | 6/6/2023 | 30 | 5 | 0 | 0 | 100 |
| DALC HS Team Planning Day 1 | 6/6/2023 | 30 | 5 | 0 | 0 | 100 |
| LMS Comp. Lab: Blended Learning 101 | 6/7/2023 | 30 | 10 | 0 | 0 | 100 |
| ESC 251 Grade 7 Math Desmos Task Force | 6/7/2023 | 30 | 9 | 0 | 0 | 100 |
| ESC 202 G5 Science Unit Collaboration (invitation only) | 6/7/2023 | 30 | 4 | 0 | 0 | 100 |
| DALC HS Team Planning Day 2 | 6/7/2023 | 30 | 4 | 0 | 1 | 80 |
| ESC 202: Esperanza (425) | 6/8/2023 | 30 | 2 | 0 | 0 | 100 |
| ESC 251: Coaching Your Coaches: Equipping Teacher Leaders | 6/8/2023 | 100 | 15 | 0 | 0 | 100 |
| LMS Library: Special Programs: Meeting the needs of students who receive special education | 6/8/2023 | 30 | 21 | 0 | 6 | 78 |
| ESC 230/231: Grade 8 Math Desmos Task Force | 6/8/2023 | 30 | 6 | 0 | 0 | 100 |
| ESC 251 Dyslexia Intervention Fundamentals with Reading by Design | 6/12/2023 | 30 | 8 | 0 | 0 | 100 |
| ESC 202 - Grade 6 STEAM Science Exchange Day | 6/12/2023 | 30 | 1 | 0 | 0 | 100 |
| DHS S209 PreCalculus Honors Curriculum Planning | 6/12/2023 | 30 | 2 | 0 | 0 | 100 |
| Master Schedule Series #4 | 6/12/2023 | 50 | 13 | 0 | 0 | 100 |
| DHS: PLC @ Work LIVE Institute June 13-15 (By Invitation Only) | 6/13/2023 | 460 | 319 | 0 | 0 | 100 |
| DHS Main Conference Rm- Summer Chem CTT | 6/19/2023 | 30 | 4 | 0 | 0 | 100 |
| ESC 251: Managing the Engaged Classroom: tips, tools and strategies | 6/19/2023 | 100 | 40 | 0 | 0 | 100 |
| DHS N124 Algebra 1 Curriculum Planning Day 1 | 6/19/2023 | 30 | 8 | 0 | 0 | 100 |
| DHS N120 Algebra 2 Honors Curriculum Preview | 6/19/2023 | 30 | 2 | 0 | 0 | 100 |
| ESC 230: DHS World History Curriculum Preview Day 1 | 6/20/2023 | 30 | 4 | 0 | 0 | 100 |
| DHS Main Conference Rm- Summer Chem CTT | 6/20/2023 | 30 | 4 | 0 | 0 | 100 |
| ESC 251: First Year / Mentor Trainer of Trainers - Lead4Ward | 6/20/2023 | 30 | 17 | 0 | 0 | 100 |
| DHS N124 Algebra 1 Curriculum Planning Day 2 | 6/20/2023 | 30 | 6 | 0 | 1 | 86 |
| DHS N120 Algebra 2 Honors Curriculum Preview | 6/20/2023 | 30 | 2 | 0 | 0 | 100 |
| ESC 232: Patterns of Power (Grades 2-12) | 6/21/2023 | 100 | 27 | 0 | 0 | 100 |
| FNS Conference Room: Becoming a Behavior Ninja (2 days)- Tony Davila- Day 1 of 2 | 6/21/2023 | 35 | 30 | 0 | 0 | 100 |
| ESC 230: DHS World History Curriculum Preview Day 2 | 6/21/2023 | 30 | 4 | 0 | 0 | 100 |
| LMS D110: Schoology: Learning & Building with Tech Tools | 6/21/2023 | 35 | 23 | 0 | 9 | 72 |
| ESC 232 WELLS | 6/22/2023 | 30 | 6 | 0 | 0 | 100 |
| A Framework for Instructional Coaching: The Seven Success | 6/22/2023 | 60 | 39 | 0 | 0 | 100 |

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| Factors | | | | | | |
| FNS Conference Room: Becoming a Behavior Ninja (2 days)- Tony Davila- Day 2 of 2 | 6/22/2023 | 30 | 29 | 0 | 0 | 100 |
| ESC 230 - IPC Planning & Curriculum Work | 6/22/2023 | 30 | 2 | 0 | 0 | 100 |
| ESC 230/231: Powerful Strategies for Instruction and Review | 6/22/2023 | 30 | 15 | 0 | 0 | 100 |
| Master Schedule Series #5 | 6/22/2023 | 50 | 10 | 0 | 0 | 100 |
| Butler's Courtyard: Behavior Clinic | 6/23/2023 | 30 | 26 | 0 | 0 | 100 |
| ESC 230: DHS History of Sports Curriculum Writing Day 1 | 6/26/2023 | 30 | 1 | 0 | 0 | 100 |
| DHS ESL Gator Learning Community: Summer Curriculum Preview Day 1 | 6/26/2023 | 30 | 3 | 0 | 0 | 100 |
| ESC 251: Implementing K-1 Fundations | 6/26/2023 | 30 | 22 | 0 | 0 | 100 |
| DHS N124 Algebra 1 Curriculum Planning Day 3 | 6/26/2023 | 30 | 6 | 0 | 0 | 100 |
| ESC 230: DHS History of Sports Curriculum Writing Day 2 | 6/27/2023 | 30 | 1 | 0 | 0 | 100 |
| DHS ESL Gator Learning Community: Summer Curriculum Preview Day 2 | 6/27/2023 | 30 | 3 | 0 | 0 | 100 |
| ESC 251: Depth & Complexity: The Best Tool for Planning & Differentiation | 6/27/2023 | 30 | 19 | 0 | 0 | 100 |
| DHS N124 Algebra 1 Curriculum Planning Day 4 | 6/27/2023 | 30 | 6 | 0 | 0 | 100 |
| Out of District: Heron PD | 6/28/2023 | 12 | 7 | 0 | 0 | 100 |
| ESC 230: DHS U.S. History Curriculum Preview Day 1 | 6/28/2023 | 30 | 6 | 0 | 0 | 100 |
| ESC 251: Depth & Complexity: A Deeper Dive for Understanding (Day 2) | 6/28/2023 | 30 | 6 | 0 | 0 | 100 |
| ESC 230: DHS U.S. History Curriculum Preview Day 2 | 6/29/2023 | 30 | 6 | 0 | 0 | 100 |
| ESC 251: Science of Teaching Reading - Secondary Edition (June 29) | 6/29/2023 | 30 | 17 | 0 | 0 | 100 |
| ESC 230: Implementing 2-3 Fundations | 6/29/2023 | 30 | 13 | 0 | 0 | 100 |
| VIRTUAL: GT Core/Foundation: Nature & Needs | 7/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core/Foundation: Social and Emotional Needs | 7/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core/Foundation: Differentiation | 7/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core/Foundation: Identification & Assessment | 7/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core/Foundation: Creative Instructional Strategies | 7/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Update: Depth & Complexity (not an intro) | 7/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Core OR Update: Depth & Complexity Icons (intro) | 7/1/2023 | 30 | 0 | 0 | 0 | 0 |
| VIRTUAL: GT Update: Vertical Differentiation for Gifted Learners | 7/1/2023 | 30 | 0 | 0 | 0 | 0 |
| Remote Esperanza (425) | 7/6/2023 | 30 | 2 | 0 | 0 | 100 |
| STEAM Brainiac 3D Printing Curriculum Writing | 7/7/2023 | 30 | 1 | 0 | 0 | 100 |
| ESC 251: RBIS: Research Based Instructional Mathematics Strategies | 7/10/2023 | 50 | 33 | 0 | 0 | 100 |
| DHS English 3 Gator Learning | 7/10/2023 | 30 | 4 | 0 | 0 | 100 |

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|---|---|---|---|---|---|---|
| Community: Summer Curriculum Preview Day 1 | | | | | | |
| ESC 251: Eureka Math Module Internalization (HRES/SLES math only) | 7/11/2023 | 50 | 24 | 0 | 1 | 96 |
| DHS English 3 Gator Learning Community: Summer Curriculum Preview Day 2 | 7/11/2023 | 30 | 4 | 0 | 0 | 100 |
| DHS N124 Algebraic Reasoning EOC Curriculum Preview | 7/11/2023 | 30 | 1 | 0 | 0 | 100 |
| DHS N124 Algebraic Reasoning Curriculum Preview | 7/11/2023 | 30 | 3 | 0 | 0 | 100 |
| DHS N120: Desmos for STAAR tested subjects | 7/12/2023 | 30 | 4 | 0 | 0 | 100 |
| DHS N124:Desmos for Non STAAR courses | 7/12/2023 | 30 | 11 | 0 | 0 | 100 |
| DHS N124 Algebra 2 Curriculum Preview | 7/13/2023 | 30 | 6 | 0 | 0 | 100 |
| DHS N120 Geometry Curriculum Preview | 7/13/2023 | 30 | 5 | 0 | 0 | 100 |
| DHS English 1 Gator Learning Community: Summer Curriculum Preview Day 2 | 7/13/2023 | 30 | 3 | 0 | 0 | 100 |
| DHS Competition Gym: Boys Basketball System | 7/13/2023 | 30 | 16 | 0 | 0 | 100 |
| ESC 251: Dual Language Essentials and Content, Language, and Literacy Integration Framework | 7/17/2023 | 90 | 37 | 0 | 0 | 100 |
| ESC 230/231: Imagine Español: Best Practices- Reports & Data and Using Data to Inform Instruction (Grades K-5) | 7/17/2023 | 30 | 11 | 0 | 0 | 100 |
| ESC 251 Esperanza Extended Reading and Written Language Course (2day) | 7/17/2023 | 30 | 1 | 0 | 0 | 100 |
| ESC 230/231: Summit K-12 Professional Learning | 7/17/2023 | 30 | 11 | 0 | 0 | 100 |
| ESC 251: Moving English Learners Forward on TELPAS (Reading and Writing) | 7/18/2023 | 90 | 28 | 0 | 0 | 100 |
| DHS N124 Stats Curriculum Preview | 7/18/2023 | 30 | 2 | 0 | 0 | 100 |
| ESC 251: Dual Language Rigor and Differentiation (PVR through guided reading) | 7/19/2023 | 90 | 46 | 0 | 0 | 100 |
| ESC 251: Dual Language Biliteracy Stations | 7/20/2023 | 90 | 39 | 0 | 0 | 100 |
| DHS N124 College Prep Curriculum Preview | 7/24/2023 | 30 | 1 | 0 | 0 | 100 |
| ESC 251: GT CORE/FOUNDATION: Nature & Needs 6 Hour | 7/24/2023 | 30 | 15 | 0 | 0 | 100 |
| DHS N124: G6 Math Desmos Curriculum Training | 7/24/2023 | 30 | 9 | 0 | 0 | 100 |
| ESC 251: GT CORE/FOUNDATION: Social/Emotional 6 Hours | 7/25/2023 | 30 | 16 | 0 | 0 | 100 |
| DHS N124:G7 Math Desmos Curriculum Training | 7/25/2023 | 30 | 7 | 0 | 0 | 100 |
| LMS Library: Special Programs: In Class Support for Teachers | 7/25/2023 | 30 | 26 | 0 | 0 | 100 |
| Library@LMS Supporting students in the classroom | 7/25/2023 | 30 | 2 | 0 | 0 | 100 |
| ESC 230/231-Dyslexia beyond instruction | 7/26/2023 | 30 | 8 | 0 | 0 | 100 |
| ESC 251: GT CORE/FOUNDATION: | 7/26/2023 | 30 | 15 | 0 | 0 | 100 |

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|---|---|---|---|---|---|---|
| Identification & Assessment 6 hours | | | | | | |
| DHS N124:G8 Math Desmos Curriculum Training | 7/26/2023 | 30 | 10 | 0 | 0 | 100 |
| ESC 251: GT Update: Creativity & Instructional Strategies6 hours | 7/27/2023 | 30 | 2 | 0 | 0 | 100 |
| ESC 251: GT CORE/FOUNDATION: Creativity & Instructional Strategies6 hours | 7/27/2023 | 30 | 20 | 0 | 0 | 100 |
| DHS N124: G6-8 and Algebra Desmos Curriculum Purposeful Planning Day | 7/27/2023 | 30 | 20 | 0 | 0 | 100 |
| LMS Library: Special Education Reading Instruction Camp | 7/27/2023 | 60 | 10 | 0 | 0 | 100 |
| Library@LMS Reading Camp for Special Populations | 7/27/2023 | 30 | 6 | 0 | 0 | 100 |
| ESC 251: GT CORE/FOUNDATION: Differentiated Instruction 6 hour | 7/28/2023 | 30 | 18 | 0 | 0 | 100 |
| Third Grade 1st Nine Weeks Planning | 7/31/2023 | 15 | 7 | 0 | 1 | 88 |
| Second Grade 1st Nine Weeks Planning | 7/31/2023 | 15 | 7 | 0 | 1 | 88 |
| Remote Dyslexia Intervention Fundamentals with Reading by Design | 7/31/2023 | 30 | 3 | 0 | 0 | 100 |
| KJHS Gr 6 RLA Get Ready to Launch | 7/31/2023 | 30 | 4 | 0 | 0 | 100 |
| ESC 251: Case Management-Elementary and Middle School | 7/31/2023 | 50 | 48 | 0 | 0 | 100 |
| DHS N124 PreCalculus Curriculum Preview | 7/31/2023 | 30 | 2 | 0 | 0 | 100 |
| AP Discipline Training | 7/31/2023 | 30 | 13 | 0 | 0 | 100 |
| KJHS Gr 7 RLA Get Ready to Launch July 31st | 7/31/2023 | 30 | 5 | 0 | 0 | 100 |
| KJHS Gr 8 RLA Get Ready to Launch | 7/31/2023 | 30 | 5 | 0 | 0 | 100 |
| ESC 251: CIRCLE Pre-K Curriculum Overview & Implementation | 8/1/2023 | 50 | 37 | 0 | 0 | 100 |
| DHS LGI: Case Management for Junior High and High School Teachers | 8/1/2023 | 40 | 31 | 0 | 0 | 100 |
| ESC 230-231: Eureka Math Module Internalization (HRES/SLES math only) | 8/1/2023 | 50 | 14 | 0 | 0 | 100 |
| DHS: Biology Curriculum Writing | 8/1/2023 | 30 | 9 | 0 | 0 | 100 |
| STEAM Curriculum Writing | 8/1/2023 | 30 | 4 | 0 | 0 | 100 |
| ESC Boardroom: 7th Grade STEAM 23-24 Curriculum Writing - Day 1 (By Invitation only) | 8/1/2023 | 30 | 11 | 0 | 0 | 100 |
| ESC Boardroom: 5th Grade STEAM 23-24 Curriculum Writing - Day 1 (By Invitation only) | 8/1/2023 | 30 | 10 | 0 | 0 | 100 |
| ESC Boardroom: 6th Grade STEAM 23-24 Curriculum Writing - Day 1 (By Invitation only) | 8/1/2023 | 30 | 9 | 0 | 0 | 100 |
| ESC Boardroom: 8th Grade STEAM 23-24 Curriculum Writing - Day 1 (By Invitation only) | 8/1/2023 | 30 | 4 | 0 | 0 | 100 |
| ESC 230/231: Classroom Management in Prekindergarten | 8/2/2023 | 50 | 30 | 0 | 0 | 100 |
| First Grade 1st Nine Weeks Planning | 8/2/2023 | 15 | 7 | 0 | 1 | 88 |
| DHS English 2 Gator Learning Community: Summer Curriculum Preview Day 1 | 8/2/2023 | 30 | 6 | 0 | 0 | 100 |
| DHS: Biology Curriculum Writing | 8/2/2023 | 30 | 8 | 0 | 0 | 100 |
| ESC Boardroom: 7th Grade STEAM | 8/2/2023 | 30 | 11 | 0 | 0 | 100 |

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|---|---|---|---|---|---|---|
| 23-24 Curriculum Writing - Day 2 (By Invitation only) | | | | | | |
| ESC Boardroom: 5th Grade STEAM 23-24 Curriculum Writing - Day 2 (By Invitation only) | 8/2/2023 | 30 | 10 | 0 | 0 | 100 |
| ESC Boardroom: 6th Grade STEAM 23-24 Curriculum Writing - Day 2 (By Invitation only) | 8/2/2023 | 30 | 10 | 0 | 0 | 100 |
| ESC Boardroom: 8th Grade STEAM 23-24 Curriculum Writing - Day 2 (By Invitation only) | 8/2/2023 | 30 | 5 | 0 | 0 | 100 |
| CPI Course | 8/2/2023 | 25 | 5 | 0 | 0 | 100 |
| Kindergarten 1st Nine Weeks Planning | 8/3/2023 | 15 | 7 | 0 | 1 | 88 |
| ESC 230/231 Esperanza Extended Reading and Written Language Course (2day) | 8/3/2023 | 30 | 6 | 0 | 0 | 100 |
| DHS English 2 Gator Learning Community: Summer Curriculum Preview Day 2 | 8/3/2023 | 30 | 8 | 0 | 0 | 100 |
| MJHS B116: 8th Grade Social Studies Planning | 8/3/2023 | 30 | 4 | 0 | 0 | 100 |
| ESC Boardroom: 7th Grade STEAM 23-24 Curriculum Writing - Day 3 (By Invitation only) | 8/3/2023 | 30 | 9 | 0 | 0 | 100 |
| ESC Boardroom: 5th Grade STEAM 23-24 Curriculum Writing - Day 3 (By Invitation only) | 8/3/2023 | 30 | 9 | 0 | 0 | 100 |
| ESC Boardroom: 6th Grade STEAM 23-24 Curriculum Writing - Day 3 (By Invitation only) | 8/3/2023 | 30 | 12 | 0 | 0 | 100 |
| ESC Boardroom: 8th Grade STEAM 23-24 Curriculum Writing - Day 3 (By Invitation only) | 8/3/2023 | 30 | 5 | 0 | 0 | 100 |
| ESC 251: LD/Dyslexia Evaluations with Dr. Cheramie | 8/3/2023 | 30 | 23 | 0 | 0 | 100 |
| CPI Course | 8/3/2023 | 25 | 6 | 0 | 0 | 100 |
| PK 1st Nine Weeks Planning | 8/4/2023 | 15 | 6 | 0 | 1 | 86 |
| San Leon El Special Education Planning Day | 8/4/2023 | 30 | 8 | 0 | 0 | 100 |
| KJHS Gr 8 Science Get Ready to Launch | 8/4/2023 | 30 | 6 | 0 | 0 | 100 |
| MJHS B116: 7th Social Studies Planning | 8/4/2023 | 30 | 3 | 0 | 0 | 100 |
| KJHS Gr 8 SOCIAL STUDIES Get Ready to Launch | 8/4/2023 | 30 | 6 | 0 | 0 | 100 |
| DHS Auditorium and Home Campus: NEW to DISD Training-Day 1 of 4 | 8/7/2023 | 300 | 225 | 0 | 0 | 100 |
| DHS E101: DISD Art PLC | 8/7/2023 | 30 | 15 | 0 | 0 | 100 |
| DHS English 4 Gator Learning Community: Summer Curriculum Preview Day 1 | 8/7/2023 | 30 | 3 | 0 | 0 | 100 |
| Virtual  Dyslexia Intervention Fundamentals with Reading by Design | 8/7/2023 | 30 | 1 | 0 | 0 | 100 |
| ESC 202 Dyslexia Intervention Fundamentals with Reading by Design | 8/7/2023 | 30 | 4 | 0 | 0 | 100 |
| ART - Fine Arts Staff Development - Day 1 | 8/7/2023 | 30 | 2 | 0 | 0 | 100 |
| S. Stockton Exchange Day | 8/7/2023 | 30 | 1 | 0 | 0 | 100 |
| DHS N144:Skyward Discipline Data Review for Administrators | 8/7/2023 | 60 | 54 | 0 | 0 | 100 |
| DALC JH Team Planning Day | 8/8/2023 | 30 | 3 | 0 | 0 | 100 |

| | | | | | | |
|---|---|---|---|---|---|---|
| DHS English 4 Gator Learning Community: Summer Curriculum Preview Day 2 | 8/8/2023 | 30 | 1 | 0 | 0 | 100 |
| DHS Auditorium: NEW to DISD Training-Day 2 of 4 | 8/8/2023 | 300 | 208 | 0 | 0 | 100 |
| KJHS Gr 6 Science Get Ready to Launch | 8/8/2023 | 30 | 0 | 0 | 0 | 0 |
| ART - Fine Arts Staff Development - Day 2 | 8/8/2023 | 30 | 3 | 0 | 0 | 100 |
| S. Stockton Exchange Day | 8/8/2023 | 30 | 1 | 0 | 0 | 100 |
| DHS E101: DISD Art PLC | 8/8/2023 | 30 | 14 | 0 | 0 | 100 |
| CPI recertification | 8/8/2023 | 30 | 9 | 0 | 0 | 100 |
| CPI Course | 8/8/2023 | 25 | 2 | 0 | 0 | 100 |
| DHS Auditorium and Home Campus: NEW to DISD Training-Day 3 of 4 | 8/9/2023 | 300 | 205 | 0 | 0 | 100 |
| CAP Campus: Collaborative Learning Time | 8/9/2023 | 30 | 1 | 0 | 0 | 100 |
| S. Stockton Exchange Day | 8/9/2023 | 30 | 1 | 0 | 0 | 100 |
| CPI Course - Hughes Rd | 8/9/2023 | 25 | 12 | 0 | 0 | 100 |
| DHS Auditorium and Home Campus: NEW to DISD Training-Day 4 of 4 | 8/10/2023 | 300 | 223 | 0 | 0 | 100 |
| DHS LGI: Mentor Training (Mentors of First-Year Teachers) 8:00-11:00 | 8/10/2023 | 100 | 36 | 0 | 0 | 100 |
| KJHS Gr 7 Science Get Ready to Launch | 8/10/2023 | 30 | 4 | 0 | 0 | 100 |
| S. Stockton Exchange Day | 8/10/2023 | 30 | 1 | 0 | 0 | 100 |
| Transportation Driver's lounge: CPI Foundation Course AM session | 8/10/2023 | 24 | 10 | 0 | 0 | 100 |
| CPI Hughes Road | 8/11/2023 | 30 | 1 | 0 | 0 | 100 |

# GATOR CHOMP CONFERENCE

## JUNE 1-2, 2023

## DICKINSON HIGH SCHOOL

DICKINSON
INDEPENDENT SCHOOL DISTRICT



# USE THE HASHTAG:

# #DISDCHOMP23

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

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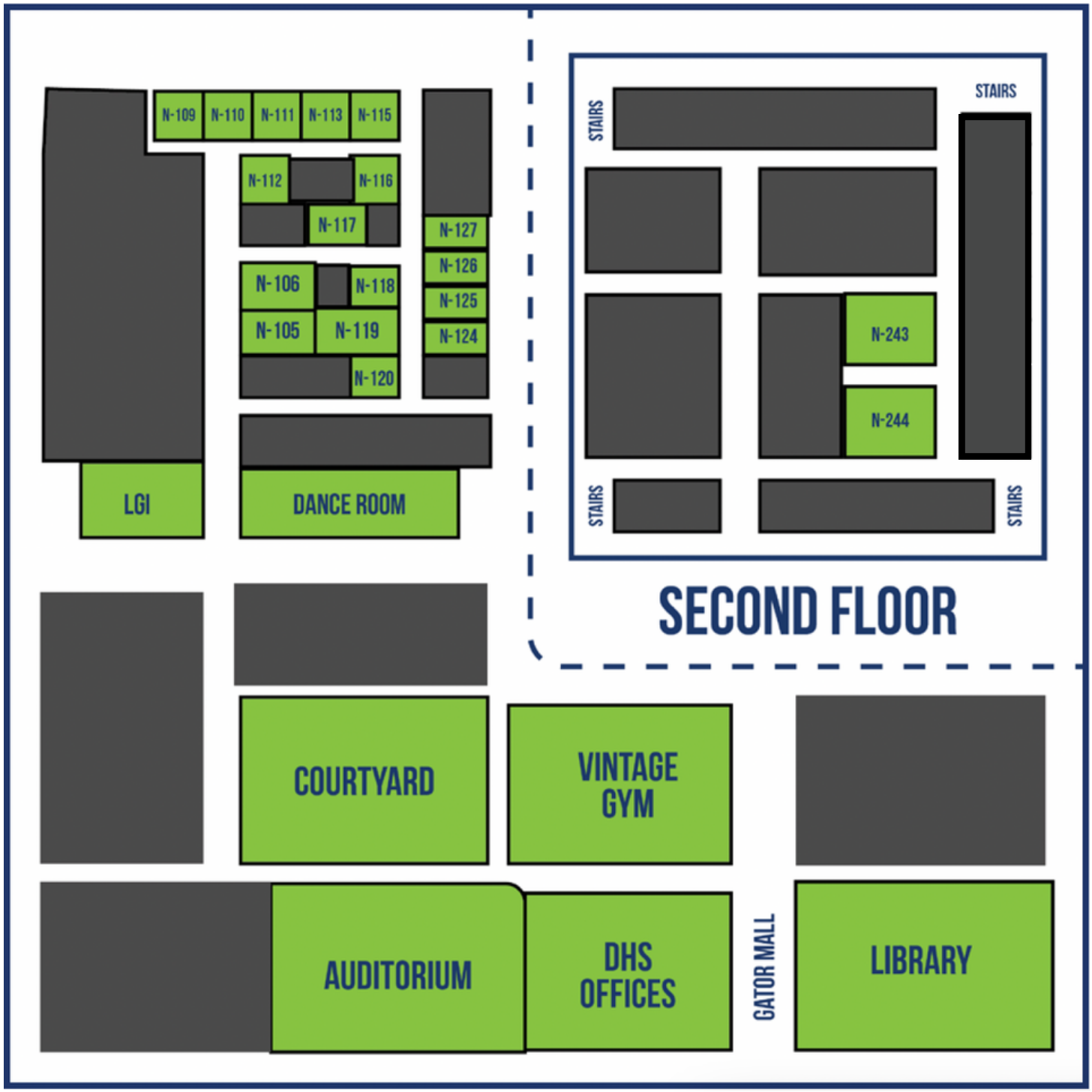
# PRESENTER RESOURCES

**Presentations and presenter resources will be available for you to download/view by scanning the QR code below or by visiting the DISD Gator Chomp webpage. Resources are organized by breakout time and title of session.**

VISIT THE CONFERENCE WEBPAGE BY VISITING:

**WWW.DICKINSONISD.ORG/GATORCHOMP**

# VENUE MAP


N-109
N-110
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N-127
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N-125
N-124
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N-118
N-105
N-119
N-120
LGI
DANCE ROOM
STAIRS
STAIRS
N-243
N-244
STAIRS
STAIRS
SECOND FLOOR
COURTYARD
VINTAGE GYM
AUDITORIUM
DHS OFFICES
GATOR MALL
LIBRARY

# KEYNOTE SPEAKER

Hello, Dickinson ISD!

I am so proud to be part of the Gator Nation's CHOMP conference for year 2. 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 CHOMP conference for you with the hope of inspiring new questions, creating new connections, and discovering new ideas. Take advantage of the time to congregate with your Gator peers. 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. Believe in THEM – spark curiosity! Believe in EACH OTHER...trust is a must! BElieve in YOUrself – discover the power in the pause! Have fun and enjoy each day.

Welcome to Dickinson ISD's 2023 CHOMP conference!

## ABOUT THE KEYNOTE SPEAKER

*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.*



## JUSTIN RICHARDSON

### CHIEF LEARNING OFFICER, 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!

# UPCOMING SUMMER PD

PLC AT WORK® LIVE INSTITUTES

## JUNE 13-15

DICKINSON HIGH SCHOOL

7:45 ARRIVAL TIME



KEYNOTE DAY 1 - MIKE MATTOS
THE URGENCY OF THE MOMENT



KEYNOTE DAY 2 - ANTHONY MUHAMMAD
THE WAY FORWARD: PLC AT WORK AND THE BRIGHT FUTURE OF EDUCATION



KEYNOTE DAY 3 - REGINA STEPHENS OWENS
TRANSFORMED PEOPLE TRANSFORM PEOPLE

# CHOMP CONFERENCE AT A GLANCE - DAY 1

| | Day 1 - Thursday, June 1st | | | | | |
|---|---|---|---|---|---|---|
| | Opening Session | Breakout a | Breakout b | Lunch | Breakout c | Breakout d |
| | 8:00 - 9:15 | 9:30 - 10:30 | 11:00-12:00 | 12:00-1:30 | 1:30-2:30 | 3:00-4:00 |
| N113 | | | | | The Write Stuff Right Now | Unlocking the Power of Classroom Management |
| N115 | | 23 Books You Must Use in Your '23 Classroom | | | Dive into "Fun"dations! | How to Make Formative Assessment Engaging in the Classroom |
| N116 | | There's a Manipulative For That! | Cultivating Care, Creating Culture | | The Power of Knowing Your Why | "Beat the Burnout: Healthy, High Impact Teachers" |
| N118 | | Students in the Driver's Seat! | How to Get That Teacher "Glow": Illuminating Self-Care | | Text Structures KATch-up | Oceans of Possibilities: Diving into Shared Reading |
| N120 | | | Assessing writing to inform teaching and learning | | Power Up with Process Standards | Mathematizing Language - Making Math Comprehensible to EB Students |
| N124 | | It's About Services and Support **NOT** Programs and Placement | Who, What, When, Where and Why of Service Documentation | | How to talk to Parents about Hard Things (YES you Can!) | STAAR ALT 2 side by side comparison |
| N125 | | Believe Supporting Bilingual and ELL's can be simple! | What is CARES? Mental Health and Student Education | | 15-Day Challenge ... Next Steps! | So, They Have Dyslexia. Now What? |
| N126 | | Inclusive of All Means All: How Can We Best Support LGBTQ+ Students in High School? | Supporting Autistic Students in the General Education Classroom | | Am I the Problem? | DNQ- Do Not Quit |
| N127 | | Navigating Your "Dash" | Literacy Stations: Easy for You and Fun for Them | | Believe In The Power of Relationships! | Gator BREAK - Helping Students Self Regulate So You Can Teach |
| Dance Room | | Soulful Leadership | | | Elevate Instruction with Effective Classroom Management | |
| LGI | | GT Update - Curriculum | | | | |
| N105 - Computer Lab | | ST Math Success: Empowering Educators with Data-Driven Strategies for Student Support | Supporting Cross-Curricular Learning Utilizing Teacher Made | | We Hear Your SOS: Motivating & Inspiring Students with High Yield Instructional Strategies (Discovery Ed) | ST Math Puzzle Talks: Unleashing the Power of Mathematical Discourse in the Classroom |
| N106 - Computer Lab | | Sweet Schoology: Part 1 | | | Teachermade: A Teachers BFF | |
| N119 - Computer Lab | | Skyward: The Ultimate Secret Weapon for Keeping Tabs on Your Students | Mastering the Master Schedule | | Skyward Unleashed! Because herding cats is hard enough! | Skyward: Your Superpower for Guiding Students to Success! |
| N243 | | Action Lab: RLA | Action Lab: SEL on a Budget of Time | | Action Lab: Sing, Dance and Play All Day! A Lesson in the Life of an Elementary Music Teacher | Action Lab: GT Activity |
| N244 | | Fine arts centers for the Pre-K and Kinder Classroom | | | | Sing, Dance and Play All Day! Incorporating Music and Movement in Your Classroom |

# CHOMP CONFERENCE AT A GLANCE - DAY 2

| | Day 2 - Friday, June 2nd | | | | | |
|---|---|---|---|---|---|---|
| | Breakout A | Breakout B | Breakout C | Lunch | Breakout D | Closing Session |
| | 8:00-9:00 | 9:30 - 10:30 | 11:00-12:00 | 12:00-1:30 | 1:30-2:30 | 2:45-3:30 |
| N113 | 7 Steps to a Language-Rich Math Classroom | | | | Getting the Argument Started! Creating Structured Dialogue | |
| N115 | HMH - Science | Come Get Well with Gator Wellness | Effective Feedback: Praise and Constructive Criticism | | Treatment Agreements for Emerging Readers | |
| N116 | I like to Move It, Move It! - Math Engagement through Movement & Discourse | Chomping at the Bits for SCR | Taking Your Grant Writing From Good to Great | | Inquiry Based Learning in the Classroom | |
| N118 | Building a Mathematician's Toolkit for Problem Solving | Practice How You Play | Put Your Mask On First | | Intentional Intervention | |
| N120 | Intervention | | Straightening Out the Spaghetti- Making Sense of the RLA TEKS | | Ways to Spice Up Your Guided Reading Groups | |
| N124 | ARD Do's and Don'ts | Behavior Teaching Continuum (BTC): Will this fix it? | The Perfect Prescription: Data Driven Sped support for Gen Ed Setting | | DNQ- Do Not Quit | |
| N125 | Understanding & Implementing the BIP | Dyslexia and How it Affects | Impact and Needs Statements: How They Impact You! | | Collaborative Planning: Meeting the needs of ALL learners-through the teachers lens | |
| N126 | Do you have Students with Sensory Processing Differences? Sensory Concepts explained with strategies to help our students cope. | Inclusive of All Means All: How Can We Best Support LGBTQ+ Students in High School? | Cross-Curricular Where? | | The Art of the Parent Conference 2.0 | |
| N127 | DIBS on ECSE: Data, Instruction, Behavior Management, Structure | | The Effectiveness of Scaffold Strategies using PVR Framework for ALL learners | | PBIS: The Purpose, The Process, and, Yes, There's Consequences | |
| Dance Room | | Don't pull your hair out, working around disruptive behavior in the classroom | | | Supporting Autistic Students in the General Education Classroom | |
| LGI | GT Update - Technology | | | | Patterns of Power | |
| N105 - Computer Lab | | Student Efficacy and Ownership through Grading for Mastery | Schoology Beyond the Classroom | | Taking Slides to SuperSlides with PearDeck | |
| N106 - Computer Lab | Working AI: Can it Help You? | Schoology and Littles | | | Sweet Schoology: Day 2 | |
| N119 - Computer Lab | Sky's the limit: How can Skyward help you? | Skyward: The Administrator's Secret Weapon for Saving Time and Sanity! | HMH - Into Reading Update/Refresher | | HMH - Go Math! Update/Refresher | |
| N244 | | S.T.E.A.M. Up the art and music room with UV lights | STEAM in the Fine Arts Classroom | | Student-Created Visual Representations: Elevate the Traditional Word Wall | |

GATOR

# CHOMP

CONFERENCE

# DAY ONE

## SCHEDULE

THURSDAY, JUNE 1

# WELCOME/KEYNOTE ADDRESS

## THURSDAY, JUNE 1 8:00 A.M. - 9:15 A.M. .

Room: DHS Auditorium




# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 9:30 A.M. - 10: 30 A.M.



### 23 BOOKS YOU MUST USE IN YOUR '23 CLASSROOM

**PRESENTED BY: SAMANTHA BATTLESON, SHERI HOWARD, MADDIE GLEESON**

**Room: N115 (9:30-10:30 a.m.)**

We will show 23 newly-published books covering all subject areas and genres and ways to use them in the classroom. These books will be available in the DISD elementary libraries in the 2023-24 school year.



### THERE'S A MANIPULATIVE FOR THAT!

**PRESENTED BY: LIZ KESLAR, ADRIENNE DUNHAM**

**Room: N116 (9:30-10:30 a.m.)**

Are you an elementary math teacher looking to enhance your lessons through the use of manipulatives? Would you love some ideas on how to make mathematical concepts more accessible to all students? Join us as we take a hands-on approach to bridging the manipulative gap between primary and upper elementary, and learn how to use some tried and true math tools in new ways!



### STUDENTS IN THE DRIVER'S SEAT!

**PRESENTED BY: CRYSTAL PILCHER**

**Room: N118 (9:30-10:30 a.m.)**

During this session, you will discover how to get students excited about reading and using maps in a student driven PBL. You will leave with a lesson that is easily adaptable to any level, highly engaging, and low teacher prep.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 9:30 A.M. - 10:30 A.M.



### IT'S ABOUT SERVICES AND SUPPORT NOT PROGRAMS AND PLACEMENT

**PRESENTED BY: KIM DAVIDSON**

**Room: N124 (9:30-10:30 a.m.)**

For all educators to understand the framework for decision making and continuum of services in DISD to support students who receive special education, without all the labels.




### BELIEVE SUPPORTING BILINGUAL AND ELL'S CAN BE SIMPLE!

**PRESENTED BY: AURORA VALDEZ, ANNA FLORES**

**Room: N125 (9:30-10:30 a.m.)**

We want to show how general education teachers can support Bilingual teachers and students in all subject areas and introduce general ed teachers to resources that the district has for us to use.



### INCLUSIVE OF ALL MEANS ALL: HOW CAN WE BEST SUPPORT LGBTQ+ STUDENTS IN HIGH SCHOOL?

**PRESENTED BY : MADALYN MEIER, KENDALL GRIMM, LINDSAY SHELTON**

**Room: N126 (9:30-10:30 a.m.)**

This training is geared toward 9-12 grade teachers and staff that are willing and ready to learn about the beauty of the LGBTQ+ community and the hardships that students and families face as members of the community. Backed by data, the training will focus on how lack of support in school can lead to more absences, failing grades, and a less likelihood of pursuing post-secondary education. Attendees will also hear anecdotes from current students about their experiences in high school, how Gator Q,A, the LGBTQ+ support group that meets weekly at the high school, has benefited them, and how teachers can help show their support in order for them to be the most successful in school.




### NAVIGATING YOUR "DASH"

**PRESENTED BY: DAVID MCCONNELL, RASHAD SEE**

**Room: N127 (9:30-10:30 a.m.)**

Successful classroom management is dependent on daily teacher self reflection, and how you use it to improve your classroom management skills. Your "Dash" refers to the time when a student enters your classroom, to when they are sent out of your classroom for inappropriate behavior. When this occurs, do you ask yourself, "Could I have handled my "Dash" differently?" Let's find out together.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 9:30 A.M. - 10:30 A.M.



### SOULFUL LEADERSHIP

**PRESENTED BY: JUSTIN RICHARDSON**

**Room: Dance Room (9:30 a.m. - 12:00 p.m )**

Let's have a conversation about purpose and the importance of elevating our leadership. How can we take intentional steps to BE a more soulful leader? We'll explore a few foundational leadership practices that get lost in the business of campus life. Come together and [re]connect with your calling.



### GT UPDATE - CURRICULUM: LET'S GET WILD ABOUT LEARNING: IDENTIFICATION, ENGAGEMENT AND EXTENSION STRATEGIES FOR GIFTED STUDENTS

**PRESENTED BY: CASSIDY DILL, HEATHER PETWAY**

**Room: LGI (9:30 a.m. -12:00 p.m.)**

Authentically engaging gifted learners can be challenging and seem like extra work. The reality is that every learner deserves an opportunity to learn in a way that is meaningful for them. In this learning experience, we will explore practical ways to create the perfect storm for gifted learners and even help them understand that there is value in the struggle with learning. Educators will leave this learning experience with tools, ideas, and strategies to encourage gifted learners to "get wild about learning" knowing that they will be challenged, encouraged, and most importantly, engaged.



### ST MATH SUCCESS: EMPOWERING EDUCATORS WITH DATA-DRIVEN STRATEGIES FOR STUDENT SUPPORT

**PRESENTED BY : CYNTHIA JOHANSEN**

**Room: N105 - Computer Lab (9:30-10:30 a.m.)**

Educators will analyze and respond to their ST Math data and equip themselves with strategies to support students in ST Math. This workshop is divided into two parts: using program features to support students when they struggle in ST Math and monitoring class and individual student data to create an action plan in response to discoveries.



### SWEET SCHOOLOGY: PART 1

**PRESENTED BY: DEANNA WILLIAMS, JENNIFER BREWER**

**Room: N106 - Computer Lab (9:30 a.m. - 12:00 )**

You will learn how to create and package lessons in Schoology Resources for easy distribution to courses. This session is geared toward intermediate/advanced users.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 9:00 A.M. - 10:30 A.M.



### SKYWARD: THE ULTIMATE SECRET WEAPON FOR KEEPING TABS ON YOUR STUDENTS

**PRESENTED BY: DR. ANGIE ESTES**

**Room: N119 - Computer Lab (9:30 a.m. - 10:30 p.m )**

This session is for anyone who monitors a specific group of students (ie athletes, special programs, clubs etc.). Learn how to use Activities in Skyward to efficiently gather data and monitor your students independently.



### ACTION LAB: RLA

**PRESENTED BY: SUSAN COOK**

**Room: N243 (9:30 - 10:30 a.m.)**

RLA in ACTION! Are you ready to watch RLA instruction in action? Come experience our Action Lab with KIDS! This session will model Reading Workshop with elementary students. How do we ensure lessons are interactive, engaging, and differentiated? Teachers will observe a KAT lesson, engaging independent reading, small group instruction, and lesson closure.

### FINE ARTS CENTERS FOR THE PRE-K AND KINDER CLASSROOM

**PRESENTED BY : KELSEY HELTON, JANETTE MAGDALENO**

**Room: N244 - (9:30-10:30 a.m.)**

Get ideas for centers and projects that are just right for our young audience.



## CHECK OUT OUR FOOD TRUCK LUNCH OPTIONS

ROLLING REPUBLIC BBQ, COREY'S KITCHEN, MAMA BEAR'S HOT BIGGITY DOGS, JAX BURGERS, KONA ICE, COOL COW CREAMERY

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 11:00 A.M. - 12:00 P.M.



### CULTIVATING CARE, CREATING CULTURE

**PRESENTED BY : TAYLOR TUCKER**

**Room: N116 - (11:00 a.m. - 12:00 p.m.)**

Using my classroom care closet to provide and cultivate a safe and welcoming environment for my students. Come hang out and see how I provide my students open access to basic necessities and teach them vulnerability and compassion along the way.

### HOW TO GET THAT TEACHER "GLOW": ILLUMINATING SELF-CARE

**PRESENTED BY : JANETTE MAGDALENO, KELSEY HELTON**

**Room: N118 - (11:00 a.m. - 12:00 p.m.)**

Your self care plan needs a glow up! Activate your senses by combining the fine arts with black light activities.



### ASSESSING WRITING TO INFORM TEACHING AND LEARNING

**PRESENTED BY : ERIN FITZPATRICK (TAMU)**

**Room: N120 - (11:00 a.m. - 12:00 p.m.)**

In this session we will share approaches to assessing writing that will lead to improved teaching and learning in grades 2-12. Teachers will learn how to create flexible measures that can be used for quick, targeted formative assessment and feedback or to guide detailed individualized feedback.



### WHO, WHAT, WHEN, WHERE, AND WHY OF SERVICE DOCUMENTATION

**PRESENTED BY : LAURA BATSON**

**Room: N124 - (11:00 a.m. - 12:00 p.m.)**

This session will cover the in's and out's of general education documentation needs and purposes of students receiving special education services.



### WHAT IS CARES? MENTAL HEALTH AND STUDENT EDUCATION

**PRESENTED BY : LINDSAY SHELTON , KENDALL GRIMM**

**Room: N125 - (11:00 a.m. - 12:00 p.m.)**

This training is meant to provide information on counseling as a related educational service. The purpose of this is to promote counseling within the school setting and allow for teachers and administration to understand the importance of mental health and the effects it has on student education and performance.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 11:00 A.M. - 12:00 P.M.



### SUPPORTING AUTISTIC STUDENTS IN THE GENERAL EDUCATION CLASSROOM

**PRESENTED BY : MADALYN MEIER**

**Room: N126 - (11:00 a.m. - 12:00 p.m.)**

This training 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 setting.



### LITERACY STATIONS: EASY FOR YOU AND FUN FOR THEM

**PRESENTED BY : ALEX HERNANDEZ, MARISHA AUSMUS**

**Room: N127 - (11:00 a.m. - 12:00 p.m.)**

In this session we will share routines and procedures that have helped us implement fun and rigorous literacy stations. We will go over district expectations for literacy stations, how to get started, and how to keep your stations running smoothly.



### SOULFUL LEADERSHIP

**PRESENTED BY : JUSTIN RICHARDSON**

**Room: Dance Room - (9:30 a.m. - 12:00 p.m.)**

Let's have a conversation about purpose and the importance of elevating our leadership. How can we take intentional steps to BE a more soulful leader? We'll explore a few foundational leadership practices that get lost in the business of campus life. Come together and [re]connect with your calling.



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# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 11:00 A.M. - 12:00 P.M.




### SUPPORTING CROSS-CURRICULAR LEARNING UTILIZING TEACHER MADE

**PRESENTED BY : AURORA VALDEZ, YADI SESHER, ANNA FLORES**

**Room: N105 Computer lab - (11:00 a.m. - 12:00 p.m.)**

Do you want to support your learners across content areas? Come find out how to incorporate Science, Social Studies, Reading and Writing all together. You will experience how to use Teacher Made as a resource to ensure engaging experiences across content areas.



### SWEET SCHOOLOGY: PART 1

**PRESENTED BY : DEANNA WILLIAMS, JENNIFER BREWER**

**Room: N106 Computer lab - (9:30 a.m. - 12:00 p.m.)**

You will learn how to create and package lessons in Schoology Resources for easy distribution to courses. This session is geared toward intermediate/advanced users.



### MASTERING THE MASTER SCHEDULE

**PRESENTED BY : DR. ANGIE ESTES**

**Room: N119 Computer lab - (11:00 a.m. - 12:00 p.m.)**

This session will be interactive providing an opportunity for anyone working on a campus master schedule to get tips, best practices, and troubleshoot common issues.



### ACTION LAB: SEL ON A BUDGET OF TIME PK-3

**PRESENTED BY : SHANNON CLARK, KIM JACKSON**

**Room: N243 - (11:00 a.m. - 12:00 p.m.)**

Do you ever struggle with adding authentic social emotional experiences into your already packed academic day? We've got the session just for you! Come check out our active learning lab and watch our teachers incorporate social emotional lessons and activities from Character Strong and Restorative Practices - two resources already available to you! You'll be able to see how you can add genuine SEL experiences into your classroom schedule and reap the social and emotional benefits with your student.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 1:30 - 2:30 P.M.



### THE WRITE STUFF RIGHT NOW

**PRESENTED BY : CHRYSTAL SMITH, JENN FERGUSON**

**Room: N113 - (1:30 - 2:30 p.m.)**

Making writing fun and engaging for all subjects. Geared towards junior high and high school teachers.




### DIVE INTO "FUN"DATIONS!

**PRESENTED BY : MELISSA MATRANGA, SAVANNAH REASON, EMILY TAYLOR, SYDNEY REASON, TRACY GILBERT**

**Room: N115 - (1:30 - 2:30 p.m.)**

Do you ever feel like you are just barely floating through Fundations? Come along with us to learn how to lose the floaties and dive deep into Fundations!



### THE POWER OF KNOWING YOUR WHY

**PRESENTED BY : CLARA SNELSON, SUSAN HAYNES**

**Room: N116 - (1:30 - 2:30 p.m.)**

Oftentimes we talk about our "why," but do we truly know how to find it? This session will guide attendees towards knowing and understanding their why so they can be more intentional in what they do every day. Inspired by Simon Sinek's book by the same name, this session is designed to help attendees find their why and bring it to life in their career and organization.



### TEXT STRUCTURES KATCH-UP

**PRESENTED BY : ASHLEY STACK (TAMU)**

**Room: N118 - (1:30 - 2:30 p.m.)**

In this session, K-8 teachers will review the importance of using evidence-based research practices, model a KAT+Elevate & Empower lesson, and share more about ways you can continue to support KAT implementation in your classroom. We will go over district implementation of the KAT Framework and have a short time for KAT Q&A.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 1:30 - 2:30 P.M.




### POWER UP WITH PROCESS STANDARDS

**PRESENTED BY : AMY LINK**

**Room: N120 - (1:30 - 2:30 p.m.)**

This training is for teachers that are wanting to incorporate the process standards into their daily math lessons for all learners in a fun interactive way!



### HOW TO TALK TO PARENTS ABOUT HARD THINGS (YES YOU CAN!)

**PRESENTED BY : LAURIE RODRIGUEZ**

**Room: N124 - (1:30 - 2:30 p.m.)**

Teachers have to communicate difficult information with parents. "Words and the way we think matters." This session will review the basis of Nonviolent Communication and provide a script/tool for when you have to share hard-for-parents-to-hear info.



### 15-DAY CHALLENGE ... NEXT STEPS!

**PRESENTED BY : KRYSTAL TREVINO, D'ANN SCHNEIDER**

**Room: N125 - (1:30 - 2:30 p.m.)**

The 15 Day Challenge is a collaborative process where educators and stakeholders come together to design and develop a curriculum map that outlines the scope and sequence of a unit, including key concepts and skills to be taught, instructional strategies, and assessments. During this extension to the original session, the group will engage with tools to help analyze data, identify student needs, and explore various methods to measure student progress. We will also design processes to achieve these goals and determine the best ways to assess student growth through a commitment to data-driven decision-making, and a focus on meeting the needs of all students.




### AM I THE PROBLEM?

**PRESENTED BY : MIKE HERDMAN**

**Room: N126 - (1:30 - 2:30 p.m.)**

Join me to learn how we can build relationships and strengthen connections to improve classroom management - from day ONE!

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 1:30 - 2:30 P.M.



### BELIEVE IN THE POWER OF RELATIONSHIPS!

**PRESENTED BY : TIFFANY POOL, JAZZ KRISTENSEN**

**Room: N127 - (1:30 - 2:30 p.m.)**

Positive student relationships are fundamental to success. Positive interactions have a powerful effect on the brain. Do you believe in the power of positive relationships? WE DO!!! Come join us and learn how to build relationships using RCL, Growth Mindset, and structured procedures/routines which allow for a safe learning environment to grow in. When students feel supported, they're more likely to engage in learning and have better academic and behavior outcomes.



### ELEVATE INSTRUCTION WITH EFFECTIVE CLASSROOM MANAGEMENT

**PRESENTED BY : JUSTIN RICHARDSON**

**Room: Dance Room - (1:30 - 4:00 p.m.)**

Join us as we explore 10 tips for helping teachers elevate learning using essential classroom management practices. Let's look at how we can model the basic foundations while also helping teachers BELIEVE in the power of fun, playful, and engaging learning.



### WE HEAR YOUR SOS: MOTIVATING & INSPIRING STUDENTS WITH HIGH YIELD INSTRUCTIONAL STRATEGIES

**PRESENTED BY : BRITTANY LEWIS (DISCOVERY EDUCATION)**

**Room: N105 - Computer Lab - (1:30 - 2:30 p.m.)**

Spotlight on Strategies (SOS) is a series of creative, research-based instructional strategies, presented by teachers for teachers. These strategies incorporate digital media in meaningful, effective, and practical ways across all grade levels and content areas. Learn how to use these with Discovery Education to discover high levels of engagement that your students will experience.



### TEACHERMADE: A TEACHER'S BFF

**PRESENTED BY : JENNIFER RUSHING**

**Room: N106 - Computer Lab (1:30 - 4:00 p.m.)**

During this session you will learn how you can create a Teachmade assignment that will enage your students, save paper, and collect data all in a matter of minutes.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 1:30 - 2:30 P.M.



### SKYWARD UNLEASHED! BECAUSE HERDING CATS IS HARD ENOUGH!

**PRESENTED BY : DR. ANGIE ESTES**

**Room: N119 - Computer Lab- (1:30 - 2:30 p.m.)**

Positive student relationships are fundamental to success. Positive interactions have a powerful effect on the brain. Do you believe in the power of positive relationships? WE DO!!! Come join us and learn how to build relationships using RCL, Growth Mindset, and structured procedures/routines which allow for a safe learning environment to grow in. When students feel supported, they're more likely to engage in learning and have better academic and behavior outcomes.



### ACTION LAB: SING, DANCE AND PLAY ALL DAY! A LESSON IN THE LIFE OF AN ELEMENTARY MUSIC TEACHER

**PRESENTED BY : KELSEY HELTON**

**Room: N243 - (1:30 - 2:30 p.m.)**

Join Kelsey for an interactive session on best practices in music education through song, dance and games. We will incorporate movement, literature and dramatic play, along with life skills while covering the basic standards of music. Stop by to see how to sprinkle some fine arts magic into your classroom!

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 3:00-4:00 P.M.



### UNLOCKING THE POWER OF CLASSROOM MANAGEMENT

**PRESENTED BY : KENDALL MOSLEY, ASHLEY MADDUX**

**Room: N113 - (3:00 - 4:00 p.m.)**

Do you find yourself craving better structure? This content has been created to give realistic and well-supported strategies that are actually easy to implement. We'll share tips and tricks for preventing behaviors, building relationships, and how to go "back to the basics" of good classroom management.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 3:00 - 4:00 P.M.



### HOW TO MAKE FORMATIVE ASSESSMENT ENGAGING IN THE CLASSROOM

**PRESENTED BY : NATALIE NEWELL, KRYSTAL TREVINO**

**Room: N115 - (3:00 - 4:00 p.m.)**

Do you find yourself craving better structure? This content has been created to give realistic and well-supported strategies that are actually easy to implement. We'll share tips and tricks for preventing behaviors, building relationships, and how to go "back to the basics" of good classroom management.



### "BEAT THE BURNOUT: HEALTHY, HIGH IMPACT TEACHERS"

**PRESENTED BY : ALICIA DOWELL**

**Room: N116 - (3:00 - 4:00 p.m.)**

Teachers will explore wellness strategies for stress and burnout prevention, learn health tips for increasing energy and joy, and engage in high impact – low burden instructional strategies that benefit both teachers and students.



### OCEANS OF POSSIBILITIES: DIVING INTO SHARED READING

**PRESENTED BY : ALLISON LANE, SALEENA BUTLER**

**Room: N118 - (3:00 - 4:00 p.m.)**

Join us for ways to make shared reading enjoyable, engaging, and easy to implement. You will walk away feeling confident in making shared reading a part of your everyday literacy experience!



### MATHEMATIZING LANGUAGE – MAKING MATH COMPREHENSIBLE TO EB STUDENTS

**PRESENTED BY : DANIELLE SMITH, DELISHA MORRIS, HARLEY RADY**

**Room: N120 - (3:00 - 4:00 p.m.)**

As teachers, we have control over how much access to language students have in our classroom, this workshop is geared towards increasing opportunities for students to access and practice the English language within the mathematics classroom. Proven strategies for working with EB students specifically in Math classes will be presented and practiced. Teachers will learn easy to incorporate instructional practices to increase reading, writing, and speaking among EB and all students.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 3:00 - 4:00 P.M.



### STAAR ALT 2 SIDE BY SIDE COMPARISON

**PRESENTED BY : LAURA BATSON**

**Room: N124 - (3:00 - 4:00 p.m.)**

This session will provide a look at the STAAR ALT 2 side by side comparison document and determining student's eligibility to take the STAAR ALT versus regular STAAR assessment.




### SO, THEY HAVE DYSLEXIA. NOW WHAT?

**PRESENTED BY : ROSEY THOMPSON, JILLIAN ANDERSON**

**Room: N125 - (3:00 - 4:00 p.m.)**

Reaching our GenEd. teachers at the middle and junior high levels in order to give ideas and strategies to support their dyslexic students in content area classrooms. A brief overview of what dyslexia is/looks like in the classroom will be given before strategies and support is discussed.

### DNQ- DO NOT QUIT

**PRESENTED BY : DUSTIN PEREIRA, MAGGIE BURK**

**Room: N126 - (3:00 - 4:00 p.m.)**

What do you do when a student does not qualify- you do not quit!! The presentation will assist staff with understanding the Full and Individual Evaluation as well as interventions and accommodations for students who do not qualify.



### GATOR BREAK – HELPING STUDENTS SELF REGULATE SO YOU CAN TEACH

**PRESENTED BY : SHANNON CLARK, KIM JACKSON**

**Room: N127 - (3:00 - 4:00 p.m.)**

Ever have a student with big emotions that disrupted your teaching? Do you want to help students learn to regulate themselves without stopping the lesson or calling for behavior support? In this session, you will learn how to begin the year teaching students to self regulate and providing a safe space in your classroom with the tools needed to help students manage their emotions while you continue teaching. This session is geared toward PK-6th grade, but can be adapted for older grades as well.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 3:00 - 4:00 P.M.



### ELEVATE INSTRUCTION WITH EFFECTIVE CLASSROOM MANAGEMENT

**PRESENTED BY : JUSTIN RICHARDSON**

**Room: Dance Room - (1:30 - 4:00 p.m.)**

Join us as we explore 10 tips for helping teachers elevate learning using essential classroom management practices. Let's look at how we can model the basic foundations while also helping teachers BELIEVE in the power of fun, playful, and engaging learning.



### ST MATH PUZZLE TALKS: UNLEASHING THE POWER OF MATHEMATICAL DISCOURSE IN THE CLASSROOM

**PRESENTED BY : CYNTHIA JOHANSEN**

**Room: N105 - Computer Lab - (3:00 - 4:00 p.m.)**

Learn to engage students in rich mathematical discourse and creative problem solving. During this workshop, educators will experience a Puzzle Talk and explore Puzzle Talks at their grade level to integrate into their practice.



### TEACHERMADE: A TEACHER'S BFF

**PRESENTED BY : JENNIFER RUSHING**

**Room: N106 - Computer Lab - (3:00 - 4:00 p.m.)**

During this session you will learn how you can create a Teachmade assignment that will enage your students, save paper, and collect data all in a matter of minutes.



### SKYWARD: YOUR SUPERPOWER FOR GUIDING STUDENTS TO SUCCESS!

**PRESENTED BY : ANGIE ESTES**

**Room: N119 - Computer Lab - (3:00 - 4:00 p.m.)**

Counselors will learn the benefits of using the guidance tab and the impact across students' school years. Additional Skyward tools for counselors will be discussed.

# BREAKOUT SESSIONS

## THURSDAY, JUNE 1 3:00 - 4:00 P.M.



### ACTION LAB: CREATING TESSELLATIONS AND IDENTIFYING GEOMETRIC SHAPES

**PRESENTED BY : CASSIDY DILL, HEATHER PETWAY**

**Room: N243 - (3:00 - 4:00 p.m.)**

Use song, dance and musical concepts to add to your current instruction, regardless of concentration! Open for all PreK-6th grade teachers!



### SING, DANCE AND PLAY ALL DAY! INCORPORATING MUSIC AND MOVEMENT IN YOUR CLASSROOM

**PRESENTED BY : KELSEY HELTON**

**Room: N244 - (3:00 - 4:00 p.m.)**

Use song, dance and musical concepts to add to your current instruction, regardless of concentration! Open for all PreK-6th grade teachers!



## CHECK OUT OUR FOOD TRUCK LUNCH OPTIONS

ROLLING REPUBLIC BBQ, COREY'S KITCHEN, MAMA BEAR'S HOT DIGGITY DOGS, JAX BURGERS, KONA ICE, COOL COW CREAMERY

GATOR

# CHOMP

CONFERENCE

# DAY TWO

## SCHEDULE

FRIDAY, JUNE 2

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 8:00-9:00 A.M.



### 7 STEPS TO A LANGUAGE-RICH MATH CLASSROOM

**PRESENTED BY : AISLINN CLINCH**

**Room: N113 - (8:00-9:00 a.m.)**

The training is going to focus on how to increase student knowledge of all students in the math classroom using the 7 steps approach. Specific word walls, lead4ward activities, and math language strategies will be built into the presentation.



### BREAK THE CODE OF THE NEW SCIENCE TEKS

**PRESENTED BY : LAUREN VISCARIELLO (HMH)**

**Room: N115 - (8:00-9:00 a.m.)**

improve your knowledge of the new science TEKS as you complete hands-on activities and race against the clock to escape to the FUNomenal side of science!



### I LIKE TO MOVE IT, MOVE IT! - MATH ENGAGEMENT THROUGH MOVEMENT & DISCOURSE

**PRESENTED BY : ERIN GRASHA, BRITTANY PITTMAN**

**Room: N116 - (8:00 - 9:00 a.m.)**

Second and third grade math teachers get ready to change your classroom into a student-centered, fun, and engaging environment. We will learn different strategies to get your students moving, talking, and learning through each other.

### BUILDING A MATHEMATICIAN'S TOOLKIT FOR PROBLEM SOLVING

**PRESENTED BY : LAUREN MARKIEWICZ, ASHLEY WAULS**

**Room: N118 - (8:00 - 9:00 a.m.)**

Representing and solving are two important pieces in a mathematician's world. Let's explore different representations and answer, "How can I easily implement visual experiences for students in my classroom?" Join us to learn how to use representations to support your mathematics problem solving instruction from kinder to 4th grade.

### INTERVENTION

**PRESENTED BY : STEPHANIE GRIMES, TAWNY NASH, TRAVIS SMITH**

**Room: N120 - (8:00 - 9:00 a.m.)**

After identifying essential standards (boulders), intervention becomes essential for depth and application of core content. Finding ways to quickly identify where a student is struggling or exceeding expectations and giving them "what they need" can become challenging and time consuming. MJHS has developed a quick, user-friendly system that gives all students the intervention that they need to be successful. After using this system and evaluating the growth made per essential standard, we would love to share an easy way for you and your team to do the same!

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 8:00 - 9:00 A.M.



### ARD DO'S AND DON'TS

**PRESENTED BY : LAURA BATSON**

**Room: N124 (8:00 - 9:00 a.m.)**

This session will present and discuss the ARD do's and don'ts as well well as positive parent communication.

### UNDERSTANDING & IMPLEMENTING THE BIP

**PRESENTED BY : ALEXANDRIA SHIELDS, MAGGIE BURK**

**Room: N125 (8:00 - 9:00 a.m.)**

Join us to gain a better understanding of the components of the BIP and how to implement this plan in class with our students.



### DO YOU HAVE STUDENTS WITH SENSORY PROCESSING DIFFERENCES? SENSORY CONCEPTS EXPLAINED WITH STRATEGIES TO HELP OUR STUDENTS COPE

**PRESENTED BY : VERONICA BATSON, BARBERA CESARI, CHRISTINA DOMINY, TIFFANY WEST**

**Room: N126 (8:00 - 9:00 a.m.)**

This training will describe key concepts about the 8 areas of Sensory Processing. It will explain what it means to have Sensory Processing Differences, and demonstrate how this impacts the student ability to participate. It will provide sensory strategies to help our students cope in the classroom as well as a look at how the Zones of Regulation Program used in DISD can help students with sensory issues.



### DIBS ON ECSE: DATA, INSTRUCTION, BEHAVIOR MANAGEMENT, STRUCTURE

**PRESENTED BY : HAELY UPTON, LEANN HUSTON**

**Room: N127 (8:00 - 9:00 a.m.)**

ECSE program structure, curriculum and modifications, data, instructional types, behavior management, and visual supports for engaging and hands on activities for ALL learns. Make and take for token boards and slideshow visual/class schedule.

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 8:00 - 9:00 A.M.

### GT UPDATE – TECH. TOOLS

**PRESENTED BY : CAROLINE LIGHTFOOT**

**Room: LGI (8:00 a.m. - 12:00 p.m.)**

We will learn and explore various technology tools that can be used in your GT Classroom. Participants will also have time to collaborate with a partner to share applications for their classrooms and subject areas.



### AI: CAN IT HELP YOU?

**PRESENTED BY : SUSAN HAYNES, ALICIA DOWELL, CHARLES MOORE, MANDY SNELSON**

**Room: N106 - Computer Lab (8:00 - 9:00 a.m.)**

Working: Assist teachers as they navigate best practices for student and teacher use when it comes to AI



### SKY'S THE LIMIT: HOW CAN SKYWARD HELP YOU?

**PRESENTED BY : DR. ANGIE ESTES**

**Room: N119 - Computer Lab (8:00 - 9:00 a.m.)**

This session will be a time to ask specific questions and seek guidance regarding best practices for using Skyward.



# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 9:30 - 10:30 A.M.



### COME GET WELL WITH GATOR WELLNESS

**PRESENTED BY : AMY CMAIDALKA**

**Room: N115 (9:30 - 10:30 a.m.)**

Join us in learning how the Gator Wellness Center supports students, families, and staff.



### CHOMPING AT THE BITS FOR SCR

**PRESENTED BY : KAITLYN BREESE, ASHLEY CREECH**

**Room: N116 (9:30 - 10:30 a.m.)**

Are you chomping at the bits because of short constructed response? Do you have short constructed responses on your STAAR test? Do you not know how to get your students to ensure they have all the parts of an SCR? Are you a science or history teacher who wants to ensure that your students can respond effectively? Well, do no stress. In "Chomping at the Bits for SCR", DISD teacher scholars will learn tips, tools, and the organization needed to help students be successful with short constructed responses on STAAR. We will be combining the WeWrite organization that is foundational in RLA with the cross curricular readings of science and social studies to teach you how to incorporate SCRs in every day lessons.



### PRACTICE HOW YOU PLAY

**PRESENTED BY : NEDDY GARCIA**

**Room: N118 (9:30 - 10:30 a.m.)**

Low-prep, engaging review activities to help boost student engagement and achievement for all subjects grade 6-12.



## CHECK OUT OUR FOOD TRUCK LUNCH OPTIONS

ROLLING REPUBLIC BBQ, COREY'S KITCHEN, MAMA BEAR'S HOT DIGGITY DOGS, JAX BURGERS, KONA ICE, COOL COW CREAMERY

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 9:30 - 10:30 A.M.

### BEHAVIOR TEACHING CONTINUUM (BTC): WILL THIS FIX IT?

**PRESENTED BY : MAGGIE BURK, KIM DAVIDSON**

**Room: N124 (9:30 - 10:30 a.m.)**

For all educators to understand the continuum of support for students with behavioral disabilities experiencing varying levels of need and what to expect for everyone involved.



### DYSLEXIA AND HOW IT AFFECTS LEARNING

**PRESENTED BY : KAREN HOLLEN**

**Room: N125 (9:30 - 10:30 a.m.)**

For anyone who wants to learn how to support your students who have dyslexia.



### INCLUSIVE OF ALL MEANS ALL: HOW CAN WE BEST SUPPORT LGBTQ+ STUDENTS IN HIGH SCHOOL?

**PRESENTED BY : MADALYN MEIER, KENDALL GRIMM, LINDSAY SHELTON**

**Room: N126 (9:30 - 10:30 a.m.)**

This training is geared toward 9-12 grade teachers and staff that are willing and ready to learn about the beauty of the LGBTQ+ community and the hardships that students and families face as members of the community. Backed by data, the training will focus on how lack of support in school can lead to more absences, failing grades, and a less likelihood of pursuing post-secondary education. Attendees will also hear anecdotes from current students about their experiences in high school, how Gator Q,A, the LGBTQ+ support group that meets weekly at the high school, has benefited them, and how teachers can help show their support in order for them to be the most successful in school.



### DON'T PULL YOUR HAIR OUT, WORKING AROUND DISRUPTIVE BEHAVIOR IN THE CLASSROOM

**PRESENTED BY : MELISSA WILLIAMS-SCOTT**

**Room: Dance Room (9:30 a.m. - 12:00 p.m.)**

Why do students display the actions/behaviors they do and how can we as educators help them work through them while still maintaining control of our own classroom? In this session we will discuss commonly seen actions by students and how we, as adults, can help to not escalate those behaviors as well as come up with some ideas as to why they occur.

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 9:30 - 10:30 A.M.

### GT UPDATE – TECH. TOOLS

**PRESENTED BY : CAROLINE LIGHTFOOT**

**Room: LGI (8:00 a.m. - 12:00 p.m.)**

We will learn and explore various technology tools that can be used in your GT Classroom. Participants will also have time to collaborate with a partner to share applications for their classrooms and subject areas.

### STUDENT EFFICACY AND OWNERSHIP THROUGH GRADING FOR MASTERY

**PRESENTED BY : JOSEPH RYAN LAMORE, KENDRA BERG**

**Room: N105 - Computer Lab (9:30 - 10:30 a.m.)**

Learn strategies for increasing your student's belief in their ability to master the content through personalized remediation and extension folders in Schoology. Allow students to track their own data and mastery of content and allow for opportunities for growth and reassessment throughout all aspects of your course. Learn how grading based on mastery can save you time and make both you and your student's lives easier in the long run.



### SCHOOLOGY AND LITTLES

**PRESENTED BY : JENNIFER RUSHING AND JAZZ KRISTENSEN**

**Room: N106 - Computer Lab (9:30 a.m. - 12:00 p.m.)**

During this session you will learn how use Schoology even with your youngest students. We will showcase how one Kindergarten teacher uses Schoology and other technology tools daily in her class.



### SKYWARD: THE ADMINISTRATOR'S SECRET WEAPON FOR SAVING TIME AND SANITY!

**PRESENTED BY : ANGIE ESTES, BRENDAN FITZPATRICK**

**Room: N119 - Computer Lab (9:30 - 10:30 a.m.)**

Administrators will learn how to use Skyward to efficiently monitor student data as well as automate administrative tasks such as attendance tracking and report generation. Through a combination of hands-on training, demonstrations, and best practice sharing, attendees will learn how to make the most of Skyward's powerful features and capabilities.



### S.T.E.A.M. UP THE ART AND MUSIC ROOM WITH UV LIGHTS

**PRESENTED BY : JANETTE MAGDALENO**

**Room: N244 (9:30 - 10:30 a.m.)**

S.T.E.A.M. Up the art and music room with UV lights

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 11:00 - 12:00 P.M.

### EFFECTIVE FEEDBACK; PRAISE AND CONSTRUCTIVE CRITICISM

**PRESENTED BY : KENDALL GRIMM, LINDSAY SHELTON**

**Room: N115 (11:00 a.m. - 12:00 p.m.)**

Utilize evidenced based effective feedback to provide frequent and immediate praise and constructive criticism to support students and your classroom.



### TAKING YOUR GRANT WRITING FROM GOOD TO GREAT

**PRESENTED BY : TAMARA SHERROD**

**Room: N116 (11:00 a.m. - 12:00 p.m.)**

Grant writing is described as a craft rather than an art -- a skill set to be cultivated and strengthened over time. This session will equip teachers with the tools to research and locate funding sources and offer key writing strategies, best practices, and helpful tips to develop a winning grant proposal.



### PUT YOUR MASK ON FIRST

**PRESENTED BY : KIRSTEN WESTBROOK**

**Room: N118 (11:00 a.m. - 12:00 p.m.)**

The target audience is General. This training is on how to deal with depression, stress and anxiety as educators. These mental health issues will be defined; we will do a self analysis. Strategies and tools will be given for educators to take away with them.



### STRAIGHTENING OUT THE SPAGHETTI- MAKING SENSE OF THE RLA TEKS

**PRESENTED BY : JENNIFER BREWER**

**Room: N120 (11:00 a.m. - 12:00 p.m.)**

Our RLA standards build and connect to each other, but how do we navigate the strands to make a cohesive plan? This session focuses on a quick TEK Overview followed by a deeper understanding of how to plan all the "connections" within our standards. You will walk away with ideas and ready to use planning templates.



### THE PERFECT PRESCRIPTION; DATA DRIVEN SPED SUPPORT FOR GEN ED SETTING

**PRESENTED BY : STEPHANIE PINEGER, ANNALYN CHILES**

**Room: N124 (11:00 a.m. - 12:00 p.m.)**

For gen ed teachers and sped teachers who provide in class support. This session shows how to use data and collaboratively plan for students with special needs in the gen ed setting.

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 11:00 A.M. - 12:00 P.M.



### IMPACT AND NEEDS STATEMENTS: HOW THEY IMPACT YOU!

**PRESENTED BY : VANESSA RENTERIA LOPEZ, AMBER WALLACE**

**Room: N125 (11:00 a.m. - 12:00 p.m.)**

Disability Conditions Impact and Needs Statements

### CROSS-CURRICULAR WHERE?

**PRESENTED BY : NATHAN ROBINSON**

**Room: N126 (11:00 a.m. - 12:00 p.m.)**

Middle School, Junior High, and High School teachers will gain an understanding of how to plan, create, collaborate with peers, and execute a cross curricular project or assignment. Teachers will walk away with the tools needed to implement cross curricular activities in their classrooms in the Fall.



### THE EFFECTIVENESS OF SCAFFOLD STRATEGIES USING PVR FRAMEWORK FOR ALL LEARNERS

**PRESENTED BY : ZAMMIRA ELIZONDO**

**Room: N127 (11:00 a.m. - 12:00 p.m.)**

Model linguistic scaffold strategies that will provide all students multiple opportunities to make connections to content, practice and encourage students to express their understanding through language and content, and ultimately provide scaffolds that will support all students to comprehend content by using the framework of Preview, View, and Review.



### DON'T PULL YOUR HAIR OUT, WORKING AROUND DISRUPTIVE BEHAVIOR IN THE CLASSROOM

**PRESENTED BY : DR. MELISSA WILLIAMS-SCOTT**

**Room: Dance Room (9:30 a.m. - 12:00 p.m.)**

Why do students display the actions/behaviors they do and how can we as educators help them work through them while still maintaining control of our own classroom? In this session we will discuss commonly seen actions by students and how we, as adults, can help to not escalate those behaviors as well as come up with some ideas as to why they occur.

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# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 11:00 A.M. - 12:00 P.M.



### SCHOOLOGY BEYOND THE CLASSROOM

**PRESENTED BY : SAMANTHA BATTLESON**

**Room: N105 - Computer Lab (11:00 a.m. - 12:00 p.m.)**

Think outside of the box with Schoology! This training targets auxiliary uses for Schoology. Learn how to utilize Schoology for specials, P.E., clubs, library, etc.



### SCHOOLOGY AND LITTLES

**PRESENTED BY : JENNIFER RUSHING AND JAZZ KRISTENSEN**

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During this session you will learn how use Schoology even with your youngest students. We will showcase how one Kindergarten teacher uses Schoology and other technology tools daily in her class.



### ELA: LET'S GET INTO READING!

**PRESENTED BY : LAUREN VISCARIELLO (HMH)**

**Room: N119 - Computer Lab (11:00 a.m. - 12:00 p.m.)**

Learn how to maximize your Into Reading resources, and explore all of the Brand NEW updates!



### STEAM IN THE FINE ARTS CLASSROOM

**PRESENTED BY : JANETTE MAGDALENO**

**Room: N244 (11:00 a.m. - 12:00 p.m.)**

Learn how to incorporate STEAM lessons into your music and art classes through technology, centers and hands-on activities

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 1:30 P.M. - 2:30 P.M.

### GETTING THE ARGUMENT STARTED! CREATING STRUCTURED DIALOGUE

**PRESENTED BY : ELAINE TERRELL**

**Room: N113 (1:30 - 2:30 p.m.)**

Structured Academic Controversy is a teaching approach that encourages students to take on and argue for, alternately, BOTH sides of a controversial issue and ultimately come up with a balanced opinion about that issue.



### TREATMENT AGREEMENTS FOR EMERGING READERS

**PRESENTED BY : LYNZ COSTA, JAZZ KRISTENSEN**

**Room: N115 (1:30 - 2:30 p.m.)**

This training will review Treatment Agreements (what, how, and why), provide updates and tools from Restorative Practices/Relationship Centered Learning (NedRP/RCL), and provide tips and modifications for classrooms with emerging readers and special education students.

### INQUIRY BASED LEARNING IN THE CLASSROOM

**PRESENTED BY : EDDIE ROGERS**

**Room: N116 (1:30 - 2:30 p.m.)**

Inquiry-based learning (IBL) is an educational strategy in which students follow methods and practices similar to those of professional scientists, mathematicians, engineers and artists in order to construct knowledge (Keselman, 2003). It can be defined as a process of discovering new causal relations, with the learner formulating hypotheses and testing them by conducting experiments and/or making observations (Pedaste, Mäeots, Leijen, & Sarapuu, 2012). Often it is viewed as an approach to solving problems and involves the application of several problem solving skills (Pedaste & Sarapuu, 2006). Inquiry-based learning emphasizes active participation and learner's responsibility for discovering knowledge that is new to the learner (de Jong & van Joolingen, 1998).



### INTENTIONAL INTERVENTION

**PRESENTED BY : TAYLOR TUCKER**

**Room: N118 (1:30 - 2:30 p.m.)**

Utilizing test/CFA/exit ticket data to create intentional in class remediation groups to ensure student mastery of essential TEKs.



### WAYS TO SPICE UP YOUR GUIDED READING GROUPS

**PRESENTED BY : SHANNON MULLENAX, AMY PALERMO**

**Room: N120 (1:30 - 2:30 p.m.)**

Do you believe that all students can get word solving skills with a deep level of comprehension? In this session, we will be learning how to teach 2nd and 3rd graders how to word solve along with the support of using KAT strategies in order to deepen their comprehension skills.

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 1:30 P.M. - 2:30 P.M.



### DNQ- DO NOT QUIT

**PRESENTED BY : MAGGIE BURK**

**Room: N124 (1:30 - 2:30 p.m.)**

What do you do when a student does not qualify- you do not quit!! The presentation will assist staff with understanding the Full and Individual Evaluation as well as interventions and accommodations for students who do not qualify.

### COLLABORATIVE PLANNING: MEETING THE NEEDS OF ALL LEARNERS- THROUGH THE TEACHERS LENS

**PRESENTED BY : HEATHER WELLMAN, AMY BREAZEALE, ELIZABETH BARKMANN**

**Room: N125 (1:30 - 2:30 p.m.)**

For secondary gen ed and sped teachers who provide in class support. Collaborative planning, instruction and tools to address learners who receive special education in the general education setting.



### THE ART OF THE PARENT CONFERENCE 2.0

**PRESENTED BY : ANDREA COLE, SHALANE RUTOVIC**

**Room: N126 (1:30 - 2:30 p.m.)**

The goal of this training is to provide teachers with the tools necessary to conduct a positive and productive parent/teacher conference as a student's behavior and academic performance is addressed.



### PBIS: THE PURPOSE, THE PROCESS, AND, YES, THERE'S CONSEQUENCES

**PRESENTED BY : JORDAN ARBUCKLE**

**Room: N127 (1:30 - 2:30 p.m.)**

More schools are shifting to Positive Behavior Interventions and Supports. What do this mean? As educators, we know that building meaningful relationships with students is vital to their success, but what if the relationship is built and certain behaviors are still occurring? Do terms like "PBIS" and "Restorative Practice" mean that students get a free pass on behavior? This session will explain the purpose and process of PBIS, how to implement it on a Tier 1 level, and debunk myths along the way.



### SUPPORTING AUTISTIC STUDENTS IN THE GENERAL EDUCATION CLASSROOM

**PRESENTED BY : MADALYN MEIER**

**Room: Dance Room (1:30 - 2:30 p.m.)**

This training 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 setting.

# BREAKOUT SESSIONS

## FRIDAY, JUNE 2 1:30 P.M. - 2:30 P.M.

### PATTERNS OF POWER

**PRESENTED BY : CHARLES MOORE, SUSAN COOK**

**Room: LGI (1:30 - 2:30 p.m.)**

If grammar is the bridge that connects reading and writing how can we invite students to explore those connections? This session invites Reading Language Arts teachers of all grade levels to explore the process created by Jeff Anderson in his easy-to-use book Patterns of Power. You will experience the learning cycle by starting with reading a text, identifying grammar moves, to applying them to your own writing.

### TAKING SLIDES TO SUPERSLIDES WITH PEARDECK

**PRESENTED BY : JUSTIN FAITH, SARAH CARR, KASSANDRA VARGAS, CHARLES ROWLAND**

**Room: N105 - Computer Lab (1:30 - 2:30 p.m.)**

Learn the basics (and premium hacks) for the PearDeck Google Slides extension to turn any existing slides into a fully interactive digital lesson loaded with common formative assessments, risk free practice, and STAAR 2.0 style questions. With this tool you can get immediate feedback on what students know or don't, easily incorporate writing, and create lessons that can be teacher or student paced with the ability to change that on the spot. (Laptop Required)



### SWEET SCHOOLOGY: DAY 2

**PRESENTED BY : DEANNA WILLIAMS, JENNIFER BREWER**

**Room: N106 - Computer Lab (1:30 - 2:30 p.m.)**

This will be a continuation from the "day 1" session. We will use the material created to attach standards and rubrics. It is not required but preferred that you attended the previous session.



### MAXIMIZING YOUR GO MATH! DIGITAL RESOURCES

**PRESENTED BY : LAUREN VISCARIELLO (HMH)**

**Room: N119 - Computer Lab (1:30 - 2:30 p.m.)**

Dive deeper into your Texas GO MATH digital resources.



### STUDENT-CREATED VISUAL REPRESENTATIONS: ELEVATE THE TRADITIONAL WORD WALL

**PRESENTED BY : TAYLOR HOLT, ATHENA PELLE**

**Room: N244 - (1:30 - 2:30 p.m.)**

This session is for 2nd - 8th grade teachers who teach science. This training will guide you to elevating your traditional word wall to a student-created and an engaging vocabulary experience in your classroom. We will address the brain science of words relating to memory, factors to prioritizing essential vocabulary words, and strategies to enhance the word wall. We will guide you changing vocabulary in your science classroom with a low-prep for the teacher and a high benefit for the student learning experience.

# CLOSING CEREMONIES / DOOR PRIZES

## FRIDAY, JUNE 2 2:45 A.M. - 3:30 P.M.

**Room: DHS Auditorium**

Collect Door Prize Tickets at the breakout sessions throughout the conference and bring them to the closing for a chance to win!

## USE THE HASHTAG:

# #DISDCHOMP23

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

# 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 Chomp webpage. Resources are organized by breakout time and title of session.**

VISIT THE CONFERENCE WEBPAGE BY VISITING:

**WWW.DICKINSONISD.ORG/GATORCHOMP**

GATOR CHOMP CONFERENCE

DICKINSON INDEPENDENT SCHOOL DISTRICT

# 2023 PLC at Work Live Agenda

**June 13-15**

## Team Time:

- Day 1 - 3:00-4:00
- Day 2 - 3:00-4:00
- Day 3 - 1:00-3:00 (***Home Campus***)

| Elementary | Middle School | Junior High | High School |
|---|---|---|---|
| BCES - **N109**<br>CRES - **N110**<br>HRES - **N111**<br>KELES - **N125**<br>LES - **N113**<br>SLES - **N115**<br>JSES - **N116** | BMS - **N127**<br>DMS - **Dance Room N144**<br>LMS - **LGI** | DJHS - **N243**<br>KJHS - **N124**<br>MJHS - **N244** | DHS - **N112**<br>DCC/CAP - **N104** |

## Day 1

| | | |
|---|---|---|
| 7:15 a.m. | Arrival & Check-in | **DHS** |
| 7:50–9:45 a.m. | **Keynote**—Mike Mattos: *The Urgency of the Moment* | 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**—*Presenters provide practical answers to your most pressing questions.* | Auditorium |
| 3:00–4:00 p.m. | **Team Time**—*An opportunity to reflect and work collaboratively with your team.* | Refer to Team Time Chart p. 2 |

## Day 2

| | | |
|---|---|---|
| 7:45 a.m. | Arrival & Check-in | **DHS** |
| 7:50–9:45 a.m. | **Keynote**—Anthony Muhammad<br>*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**—*Presenters provide practical answers to your most pressing questions.* | Auditorium |
| 3:00–4:00 p.m. | **Team Time**—*An opportunity to reflect and work collaboratively with your team.* | Refer to Team Time Chart p. 2 |

## Day 3

| | | |
|---|---|---|
| 7:45 a.m. | Arrival & Check-in | **DHS** |
| 8:00–9:30 a.m. | **Breakout Sessions** | |
| 9:30–9:45 a.m. | Break | |
| 9:45–11:45 a.m. | **Keynote**—Regina Stephens Owens<br>*Transformed People Transform People* | 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 p. 2 |

**Agenda is subject to change.**

# Day 1—Breakouts at a Glance – DHS Location

**Agenda is subject to change.**

## 10:00–11:30 a.m.

| | |
|---|---|
| **Tim Brown**—*Building a Commitment to Learning in Students* | **N-110** |
| **William Ferriter**—*Collaborative Tools for Learning Teams in a PLC at Work* | **N-111** |
| **Timothy D. Kanold** —*Your Physical and Mental Wellness: Thriving at Work and at Home!* | **N-112** |
| **Mike Mattos**—*Are We a Group or a Team?* | **Auditorium** |
| **Anthony Muhammad**—*Transforming School Culture: New Insights* | **LGI** |
| **Maria Nielsen**—*The 15-Day Challenge: Win Quick, Win Often!* | **N-113** |
| **Regina Stephens Owens**—*The Why Effect: Intentional Systems Drive Inspirational Cultures* | **Dance Room N144** |
| **Jeanne Spiller**—*The Critical Role of PLC Question One: How to Choose and Develop Collective Understanding of Essential Standards* | **N-115** |

## 12:30–2:00 p.m.

| | |
|---|---|
| **Tim Brown**—*Grading: The Good, the Bad, and the Ugly* | **N-110** |
| **William Ferriter**—*You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process* | **N-111** |
| **Timothy D. Kanold** —*Leading the PLC Life: Eliminating Barriers by Teaching the Loose-Tight Culture!* | **N-112** |
| **Mike Mattos**—*Taking Action: How to Create a Highly Effective, Multi Tiered System of Supports* | **Auditorium** |
| **Anthony Muhammad**—*Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn* | **LGI** |
| **Maria Nielsen**—*Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning* | **N-113** |
| **Regina Stephens Owens**—*Small Schools and Singletons: Wired for Rigor and Relevance* | **Dance Room N144** |
| **Jeanne Spiller**—*Intentional, Courageous Leadership Starts With You!* | **N-115** |

# Day 2—Breakouts at a Glance – DHS Location

## 10:00–11:30 a.m.

| | |
|---|---|
| **Tim Brown**—*How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team* | **N-110** |
| **William Ferriter**—*Collaborative Tools for Learning Teams in a PLC at Work* | **N-111** |
| **Timothy D. Kanold** —*Your PreK–12 PLC Mathematics Focus: Great Instruction and Tasks!* | **N-112** |
| **Mike Mattos**—*Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools* | **Auditorium** |
| **Anthony Muhammad**—*Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change* | **LGI** |
| **Maria Nielsen**—*The 15-Day Challenge: Win Quick, Win Often!* | **N-113** |
| **Regina Stephens Owens**—*Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning* | **Dance Room N144** |
| **Jeanne Spiller**—*Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools* | **N-115** |

## 12:30–2:00 p.m.

| | |
|---|---|
| **Tim Brown**—*Grading: The Good, the Bad, and the Ugly* | **N-110** |
| **William Ferriter**—*Making Differentiation Doable* | **N-111** |
| **Timothy D. Kanold** —*Mindfulness, Relationships, and Trust: Strategies for Living the PLC Life!* | **N-112** |
| **Mike Mattos**—*Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors* | **Auditorium** |
| **Anthony Muhammad**—*Collaboration Is a Lifestyle, Not a Meeting!* | **LGI** |
| **Maria Nielsen**—*Elementary ELA Strategies to Keep Your Students on Track* | **N-113** |
| **Regina Stephens Owens**—*Leveraging Technology for Learning in a PLC* | **Dance Room N144** |
| **Jeanne Spiller**—*Yes We Can: Collaboration by All, for All!* | **N-115** |

# Day 3—Breakouts at a Glance – DHS Location

## 8:00–9:30 a.m.

| | |
|---|---|
| **Tim Brown**—*Building a Commitment to Learning in Students* | **N-110** |
| **William Ferriter**—*Making Differentiation Doable* | **N-111** |
| **Timothy D. Kanold**—*Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!* | **Auditorium** |
| **Mike Mattos**—*Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process* | **N-112** |
| **Anthony Muhammad**—*Beyond Test Scores! The PLC at Work Process and Serving the Whole Child* | **LGI** |
| **Maria Nielsen**—*Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning* | **N-113** |
| **Regina Stephens Owens**—*Coaching Competence, Not Compliance: Preparing Teachers to Lead by Learning* | **Dance Room N144** |
| **Jeanne Spiller**—*Protocols for Results: Using Data Discussions to Achieve Higher Levels of Learning for All* | **N-115** |

**DICKINSON INDEPENDENT SCHOOL DISTRICT**
**BOARD AGENDA DOCUMENT**

**Meeting Date:** September 12, 2023

**Item Title:** 2023 CTE Certifications and Program Planning Report

**Agenda Item:** Dr. Melissa Everett

**Background Information:**
The 2023 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

# August 2023 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% |

# DICKINSON INDEPENDENT SCHOOL DISTRICT

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**Director of Career & Technical Education**

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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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## 2022-2023 Certifications

| Instructor | Class | Certifications Offered | Certifications Passed | Certifications Failed | Total Certifications Taken |
|---|---|---|---|---|---|
| Paul Rose and Clay Menotti | Intro to Welding | AWS D9.1 Sheet Metal Welding | 22 | 24 | 46 |
| Lacey Jackson | Pharmacy Technician | Certified Pharmacy Technician | 11 | 1 | 12 |
| Kristi Pulkinen and Kristen Begnaud | Health Science | Patient Care Technician | 59 | 0 | 59 |
| Kristi Pulkinen and Kristen Begnaud | Health Science | EKG Technician | 55 | 2 | 57 |
| Jenna Ryder | Dental | Registered Dental Assistant (RDA) | 9 | 0 | 9 |
| Autumn Thomas | EMT | Emergency Medical Technician | 2 | 0 | 2 |
| Veronica Parker | Cosmetology | Texas Cosmetology Operators License | 25 | 0 | 25 |
| Victoria Young | Barbering | Barber Operator License | 2 | 0 | 2 |
| Justin Dorsett | Auto Tech | Automotive Service Excellence (ASE) | 6 (new) | 6 | 12 |
| Jordyn Cook and Kaylee Phillips | Agriculture | Texas State Floral Association | 90 (New) | 24 | 114 |
| Kaylee Phillips | Agriculture | Elanco Veterinary Medical Application Certification | 11 (new) | 0 | 11 |
| Matt Koby | Audio Video Production | Adobe Certified Associate (Digital Video) | 5 | 4 | 9 |
| Erika Brown | Audio Video Production | Adobe Photoshop | 14 | 4 | 18 |
| Erika Brown | Graphic Design | Adobe Certified Associate (Graphic Design & Illustration) | 1 | 0 | 1 |
| John Barkmann | Law Enforcement | International Academies of Emergency Dispatch 911 | 24 | 10 | 34 |
| Elena Flores | Education & Training | Educational Aide I | 16 | 0 | 16 |
| Carrie Flynn and Elizabeth Coughlin | Business | Microsoft Office Specialist | 4 | 0 | 4 |
| Chad Pruitt | Marketing | Stukent | 7 (new) | 0 | 3 |
| Jonah White | STEM | Certified Entry-Level Python Programmer | 15 (new) | 17 | 33 |
| | | **Totals** | 378 | 92 | 470 |

*TEA updated the Industry Based Certification (IBC) list in the fall of 2022 (This led to variations in certification offerings from 2021-2022 to 2022-2023).

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## CTE Highlights

**Committee for the Recruitment of an Engineering Workforce (CREW)**
After a Bay Area Houston Economic Partnership (BAHEP) Education and Workforce Development Committee meeting, Dickinson ISD began the charge of forming a steering Committee for the Recruitment of an Engineering Workforce (CREW) in conjunction with Bay Area Houston Transportation Partnership (BAYTRAN), University of Houston-Clear Lake, San Jacinto College, Texas Department of Transportation (TxDOT), Industry partners (53 businesses and municipalities), and Pasadena ISD. **The vision of CREW: A comprehensive approach that prepares students for regional engineering workforce development opportunities.** The group met on May 25th to discuss goals for 2023, identify barriers and strategies to help close educational gaps, discuss planning and programming for the academic year, establish a roadmap to implement activities for CREW, and determine next steps in the implementation process. The Steering Committee met again on August 21st to map out a timeline of initiatives to be shared with the Gulf Coast CTE Association, BAHEP and BAYTRAN in September.

**Jet Grant**
DISD CTE received two **Jobs and Education for Texans (JET) grants in the amount of nearly 1.3 million dollars** for our Health Science and Welding/Ag Mechanics programs. The purpose of the JET grant is to defray the start-up costs associated with developing career and technical education programs. The grants are providing 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. DISD will participate in a JET Grant check presentation at Alvin Community College on September 7, 2023.

**Education & Training Heads to Nationals and Earns Record Number of Certifications**
**8 Dickinson High School Texas Association of Future Educators (TAFE)** Career & Technical Education (CTE) students will travel to Florida in the next few weeks to compete on the national level at the Educators Rising 2023 National Conference & Competition. A record number, **sixteen Education & Training students received their Educational Aide I certifications** and were honored at Signing Day on May 18th. Students were guaranteed an interview by our Human Resource office and encouraged to begin working as paraprofessionals and substitutes in Dickinson ISD while seeking their degree in education.

**Cosmetology and Barbering**
The Cosmetology program had its most successful year, **certifying 25 students**. In addition, our newly implemented Barbering program is gaining momentum. The **program had its first 2 students pass all licensing criteria in May to become official barbers.**

**Mock Interviews Lead to Signing Day for Health Science and Auto Tech**
The CTE department partnered with Higher Up Texas (HUT) to host mock interviews. Hospitals and pharmacies from all over Houston and the Gulf Coast area interviewed students and gave feedback. Likewise, auto dealers from the area held panel interviews with students where they were able to present recent certifications and talk about their career goals. After the interview sessions, **several health science and auto students we invited back**

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**for a second round of interviews at the various entities where many were offered jobs**. The CTE department celebrated students who had officially secured job offers on May 17th and 18th at their respective signing days.

**Hospital Affiliation Agreements**
The CTE department signed an **affiliation agreement with the Methodist Hospital** system to serve as a location for our health science practicum students to complete their clinical rotation experience. A second affiliation agreement with the **University of the Texas Medical Branch (UTMB)** is in the final stages of approval. Houston Physicians Hospital is eager to partner with DISD; they are especially excited to work with our new imaging program of study.

**Imaging Program of Study Highlighted**
DISD will film a segment showcasing CTE's Imaging lab with Realtor, Cyndi DePalermo and staff from American Dream TV at the end of August.

## CTE Program of Study (POS) Updates

**Veterinary Medicine:** Dickinson High School began offering a *Veterinary Medical 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, farm, or ranch. Students also research or diagnose diseases and injuries of animals. Instructor, Kaylee Phillips implemented a **Doggy Daycare** student run business in September which provides hands on experience for students to apply their coursework knowledge as they prepare to meet the requirements (*200 in class hours of Veterinary Medical applications and labs, and 300 hours of unpaid internship experience with a licensed veterinarian*) needed to sit for their **Certified Veterinary Assistant (CVA) certification**.

**Applied Agriculture Engineering:** Dickinson High School began offering *Agriculture Mechanics and Metal Technologies* this fall. The pathway provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students are developing engineering communication skills, including 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. New welding machines, plasma tables, and other equipment is in transit thanks to the Jobs and Education for Texans (JET) grant we received for nearly $550,000 this past year. Agricultural Structures Design and Fabrication will be implemented in the fall of 2023. Students are excited to compete in industry sponsored project-based learning challenges and are eager to earn **American Welding Society (AWS) D 1.1, and (AWS) D 9.1, certifications**.

**Imaging Technology:** DISD will be the first in the state of Texas to provide students with a simulation lab and coursework leading to dual credit and a **Limited Licensed Radiology Technologist (LLRT) certification** opportunity thanks to the Jobs and Education for Texans (JET) grant we received for nearly $750,000 this past

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year. Instructor, Kristin Stewart is slated to teach Introduction to Imaging and Imaging I to students in the fall of 2023 followed by Imaging II and a practicum course in in 2024. We have diligently sought after and secured clinics and hospitals willing to partner with us to provide our students the required hours needed to sit for their exams at the conclusion of the program.

## CTE Courses in grades 6-8

**Planning for Courses:** The CTE Department took part in CTE **recruitment and career days** throughout the district to ensure students 6-8 students are prepared to make informed decisions regarding their Program of Study (POS) pathway at Dickinson High School.

## Bond 2023

The CTE is excited to begin planning for **the new 100,000 sq ft facility with passing of the 2023 bond**. Research is underway regarding new program areas such as **Maritime, IT/Cyber Security, Culinary Arts, and Firefighting**. When adding new programs, the goal is to partner with College of the Mainland (COM) to provide students dual credit in conjunction with Industry Based Certification (IBC) opportunities.

## CTE Awards

The CTE department has increased certification and programing opportunities for students over the past few years. Three of our team members were recognized for their leadership contributions and innovative approaches to programming by their peers. Kristi Pulkinen was nominated for the 2023 Career & Technical Association of Texas (CTAT) **Teacher of the Year**. Dr. Angie Estes was nominated for the 2023 Career & Technical Association of Texas (CTAT) **Counselor of the Year** and represented the Gulf Coast Region at the state level. Dr. Melissa Everett was nominated for the 2023 Career & Technical Association of Texas (CTAT) **Administrator of the Year** and represented the Gulf Coast Region at the state level.

**DICKINSON INDEPENDENT SCHOOL DISTRICT**

**BOARD AGENDA DOCUMENT**

**Meeting Date:** September 12, 2023

**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 | 2023 |
|---|---|---|---|---|---|---|---|---|
| Biology | 1 | 1 | 0 | 0 | 2 | 2 | 0 | 0 |
| | 2 | 18 | 3 | 11 | 2 | 3 | 6 | 4 |
| | 3 | 18 | 2 | 8 | 8 | 3 | 5 | 9 |
| | 4 | 4 | 1 | 2 | 2 | 0 | 8 | 3 |
| | 5 | 0 | 0 | 1 | 0 | 0 | 3 | 0 |
| | # exams | 41 | 6 | 22 | 14 | 8 | 22 | 16 |
| | % pass | 54% | 50% | 50% | 71% | 38% | 72% | 75% |
| | Mean | 2.61 | 2.67 | 2.68 | 2.71 | 2.1 | 3.36 | 2.94 |
| Calculus AB | 1 | 7 | 11 | 6 | 7 | 19 | 14 | 7 |
| | 2 | 11 | 11 | 13 | 12 | 22 | 18 | 18 |
| | 3 | 8 | 11 | 13 | 6 | 16 | 11 | 10 |
| | 4 | 6 | 6 | 9 | 9 | 6 | 3 | 7 |
| | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 4 |
| | # exams | 37 | 44 | 45 | 38 | 66 | 50 | 46 |
| | % pass | 51% | 50% | 58% | 50% | 38% | 36% | 46% |
| | Mean | 2.76 | 2.61 | 2.82 | 2.76 | 2.3 | 2.3 | 2.63 |
| 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 | 0 |
| | 2 | | 13 | 4 | 8 | 5 | 7 | 7 |
| | 3 | | 11 | 9 | 6 | 11 | 13 | 14 |
| | 4 | | 6 | 1 | 3 | 0 | 5 | 5 |
| | 5 | | 1 | 1 | 0 | 2 | 0 | 3 |
| | # exams | | 39 | 15 | 18 | 18 | 25 | 29 |
| | % pass | | 46% | 73% | 50% | 72% | 72% | 76% |
| | Mean | | 2.46 | 2.93 | 2.61 | 2.9 | 2.92 | 3.14 |
| Human Geography | 1 | 5 | 5 | 12 | 4 | 16 | 33 | 38 |
| | 2 | 3 | 4 | 3 | 3 | 12 | 30 | 20 |
| | 3 | 6 | 14 | 11 | 5 | 28 | 30 | 17 |
| | 4 | 3 | 6 | 8 | 3 | 11 | 23 | 6 |
| | 5 | 1 | 0 | 3 | 4 | 8 | 3 | 5 |
| | # exams | 18 | 29 | 37 | 19 | 75 | 119 | 86 |
| | % pass | 56% | 69% | 59% | 63% | 63% | 47% | 33% |
| | Mean | 2.56 | 2.72 | 2.65 | 3 | 2.8 | 2.44 | 2.07 |
| Macroeconomics | 1 | 10 | 5 | 11 | 18 | 16 | 24 | 14 |
| | 2 | 2 | 3 | 7 | 5 | 2 | 2 | 20 |
| | 3 | 0 | 1 | 4 | 0 | 2 | 3 | 9 |
| | 4 | 1 | 0 | 1 | 2 | 0 | 2 | 2 |
| | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | # exams | 13 | 9 | 23 | 25 | 20 | 31 | 45 |
| | % pass | 8% | 11% | 22% | 8% | 10% | 16% | 24% |
| | Mean | 1.38 | 1.56 | 1.78 | 1.44 | 1.3 | 1.45 | 1.98 |
| Music Theory | 1 | | | | 2 | 0 | 1 | 0 |
| | 2 | | | | 1 | 2 | 3 | 1 |
| | 3 | | | | 3 | 2 | 0 | 2 |
| | 4 | | | | 0 | 0 | 0 | 1 |
| | 5 | | | | 1 | 0 | 0 | 2 |
| | # exams | | | | 7 | 4 | 4 | 6 |
| | % pass | | | | 57% | 50% | 0% | 83% |
| | Mean | | | | 2.57 | 2.5 | 1.75 | 3.67 |
| Physics 1 | 1 | 4 | 7 | 6 | 12 | 3 | 1 | 4 |
| | 2 | 11 | 3 | 8 | 7 | 2 | 8 | 11 |
| | 3 | 1 | 2 | 4 | 5 | 2 | 1 | 3 |
| | 4 | 7 | 2 | 3 | 6 | 0 | 5 | 2 |
| | 5 | 1 | 1 | 0 | 0 | 0 | 3 | 0 |
| | # exams | 24 | 15 | 21 | 30 | 7 | 18 | 20 |
| | % pass | 38% | 33% | 33% | 37% | 29% | 50% | 25% |
| | Mean | 2.58 | 2.13 | 2.19 | 2.17 | 2.1 | 3.06 | 2.15 |

| | Scores | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|
| English Language and Composition | 1 | 5 | 18 | 16 | 6 | 7 | 16 | 15 |
| | 2 | 24 | 32 | 20 | 15 | 18 | 13 | 35 |
| | 3 | 13 | 18 | 10 | 14 | 8 | 2 | 15 |
| | 4 | 4 | 5 | 3 | 4 | 4 | 3 | 2 |
| | 5 | 2 | 2 | 1 | 0 | 1 | 2 | 2 |
| | # exams | 48 | 75 | 50 | 39 | 28 | 36 | 69 |
| | % pass | 40% | 33% | 28% | 46% | 34% | 19% | 28% |
| | Mean | 2.46 | 2.21 | 2.06 | 2.41 | 2.3 | 1.94 | 2.14 |
| English Literature and Composition | 1 | 4 | 5 | 1 | 1 | 2 | 0 | 2 |
| | 2 | 15 | 11 | 10 | 8 | 13 | 3 | 6 |
| | 3 | 4 | 8 | 10 | 5 | 4 | 9 | 6 |
| | 4 | 4 | 2 | 2 | 1 | 1 | 5 | 1 |
| | 5 | 1 | 0 | 1 | 1 | 0 | 3 | 2 |
| | # exams | 28 | 26 | 24 | 16 | 20 | 20 | 17 |
| | % pass | 32% | 38% | 54% | 44% | 24% | 85% | 53% |
| | Mean | 2.39 | 2.27 | 2.67 | 2.56 | 2.2 | 3.4 | 2.71 |
| Environmental Science | 1 | 1 | 11 | 19 | 10 | 9 | 5 | 24 |
| | 2 | 2 | 15 | 12 | 2 | 23 | 25 | 23 |
| | 3 | 2 | 4 | 6 | 4 | 15 | 9 | 20 |
| | 4 | 0 | 2 | 4 | 6 | 8 | 16 | 25 |
| | 5 | 2 | 1 | 0 | 1 | 1 | 1 | 3 |
| | # exams | 7 | 33 | 41 | 20 | 56 | 56 | 95 |
| | % pass | 57% | 21% | 24% | 40% | 43% | 46% | 51% |
| | Mean | 3 | 2 | 1.88 | 2.15 | 2.4 | 2.7 | 2.58 |
| 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 | 5 |
| | 2 | | | 7 | 3 | 5 | 2 | 0 |
| | 3 | | | 2 | 2 | 2 | 1 | 0 |
| | 4 | | | 0 | 1 | 1 | 1 | 0 |
| | 5 | | | 0 | 0 | 1 | 0 | 0 |
| | # exams | | | 21 | 9 | 16 | 9 | 5 |
| | % pass | | | 10% | 33% | 25% | 22% | 0% |
| | Mean | | | 1.52 | 2.11 | 2 | 1.78 | 1 |
| Microeconomics | 1 | | | | | | | 0 |
| | 2 | | | | | | | 1 |
| | 3 | | | | | | | 0 |
| | 4 | | | | | | | 0 |
| | 5 | | | | | | | 0 |
| | # exams | | | | | | | 1 |
| | % pass | | | | | | | 0% |
| | Mean | | | | | | | 2 |
| Seminar (Capstone) | 1 | | | | | | | 0 |
| | 2 | | | | | | | 2 |
| | 3 | | | | | | | 22 |
| | 4 | | | | | | | 4 |
| | 5 | | | | | | | 2 |
| | # exams | | | | | | | 30 |
| | % pass | | | | | | | 93% |
| | Mean | | | | | | | 3.2 |
| Spanish Language and Culture | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2 | 3 | 1 | 0 | 1 | 0 | 0 | 0 |
| | 3 | 7 | 0 | 1 | 2 | 4 | 2 | 1 |
| | 4 | 9 | 0 | 3 | 5 | 10 | 10 | 1 |
| | 5 | 2 | 1 | 1 | 5 | 5 | 4 | 0 |
| | # exams | 21 | 2 | 5 | 13 | 19 | 16 | 2 |
| | % pass | 86% | 50% | 100% | 92% | 100% | 100% | 100% |
| | Mean | 3.48 | 3.5 | 4 | 4.08 | 4.1 | 4.13 | 3.5 |

| | Scores | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|
| Physics 2 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| | 2 | 1 | 1 | 0 | 2 | 1 | 0 | 0 |
| | 3 | 3 | 2 | 0 | 2 | 2 | 0 | 0 |
| | 4 | 3 | 1 | 1 | 2 | 0 | 0 | 0 |
| | 5 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| | # exams | 8 | 6 | 1 | 6 | 4 | 1 | 1 |
| | % pass | 75% | 50% | 100% | 67% | 75% | 100% | 100% |
| | Mean | 3 | 2.33 | 4 | 3 | 3.3 | 5 | 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 | 4 |
| | 2 | 6 | 6 | 9 | 4 | 8 | 5 | 2 |
| | 3 | 1 | 6 | 8 | 5 | 6 | 5 | 4 |
| | 4 | 1 | 2 | 1 | 3 | 0 | 2 | 1 |
| | 5 | 0 | 0 | 1 | 2 | 0 | 3 | 1 |
| | # exams | 12 | 22 | 25 | 18 | 18 | 21 | 12 |
| | % pass | 17% | 36% | 40% | 56% | 33% | 48% | 50% |
| | Mean | 1.92 | 2.09 | 2.28 | 2.72 | 2.1 | 2.57 | 2.42 |
| World History | 1 | 23 | 16 | 24 | 31 | 17 | 13 | 25 |
| | 2 | 13 | 23 | 20 | 21 | 29 | 40 | 31 |
| | 3 | 2 | 15 | 12 | 15 | 8 | 28 | 34 |
| | 4 | 5 | 7 | 1 | 3 | 5 | 14 | 6 |
| | 5 | 1 | 4 | 2 | 1 | 1 | 1 | 3 |
| | # exams | 44 | 65 | 59 | 71 | 60 | 96 | 99 |
| | % pass | 18% | 40% | 25% | 27% | 23% | 45% | 43% |
| | Mean | 1.82 | 2.38 | 1.93 | 1.9 | 2.1 | 2.48 | 2.3 |
| United States History | 1 | 1 | 1 | 1 | 19 | 24 | 35 | 59 |
| | 2 | 5 | 16 | 14 | 37 | 16 | 14 | 14 |
| | 3 | 8 | 12 | 9 | 13 | 7 | 4 | 10 |
| | 4 | 2 | 5 | 1 | 7 | 2 | 3 | 3 |
| | 5 | 0 | 1 | 0 | 0 | 3 | 1 | 0 |
| | # exams | 16 | 35 | 25 | 76 | 52 | 57 | 86 |
| | % pass | 63% | 51% | 40% | 26% | 23% | 14% | 15% |
| | Mean | 2.69 | 2.69 | 2.4 | 2.11 | 1.9 | 1.61 | 1.5 |
| Comparative Government and | 1 | | | | | | 0 | |
| | 2 | | | | | | 0 | |
| | 3 | | | | | | 1 | |
| | 4 | | | | | | 0 | |
| | 5 | | | | | | 0 | |
| | % pass | | | | | | 100% | |
| | # exams | | | | | | 1 | |
| | Mean | | | | | | 3 | |

| | Scores | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|
| Statistics | 1 | 7 | 1 | 9 | 18 | 12 | 3 | 5 |
| | 2 | 11 | 1 | 5 | 9 | 6 | 4 | 3 |
| | 3 | 7 | 5 | 5 | 7 | 5 | 4 | 9 |
| | 4 | 4 | 2 | 1 | 6 | 1 | 2 | 3 |
| | 5 | 0 | 0 | 0 | 1 | 0 | 3 | 0 |
| | # exams | 29 | 9 | 20 | 41 | 24 | 16 | 20 |
| | % pass | 38% | 78% | 30% | 34% | 25% | 56% | 60% |
| | Mean | 2.28 | 2.89 | 1.9 | 2.1 | 1.8 | 2.88 | 2.5 |
| 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 | | 0 |
| | 2 | 1 | 1 | | | 0 | | 0 |
| | 3 | 2 | 0 | | | 0 | | 0 |
| | 4 | 0 | 0 | | | 1 | | 1 |
| | 5 | 0 | 0 | | | 0 | | 0 |
| | # exams | 3 | 1 | | | 1 | | 1 |
| | % pass | 67% | 0% | | | 100% | | 100% |
| | Mean | 2.67 | 2 | | | 4 | | 4 |
| Music Aural | 1 | | | | | 2 | 1 | 0 |
| | 2 | | | | | 1 | 1 | 3 |
| | 3 | | | | | 1 | 2 | 0 |
| | 4 | | | | | 0 | 0 | 1 |
| | 5 | | | | | 0 | 0 | 2 |
| | # exams | | | | | 4 | 4 | 6 |
| | % pass | | | | | 50% | 50% | 50% |
| | Mean | | | | | 2.8 | 2.25 | 3.33 |
| Music Non-Aural Subscore | 1 | | | | | 0 | 1 | 0 |
| | 2 | | | | | 2 | 2 | 0 |
| | 3 | | | | | 2 | 1 | 2 |
| | 4 | | | | | 0 | 0 | 3 |
| | 5 | | | | | 0 | 0 | 1 |
| | # exams | | | | | 4 | 4 | 6 |
| | % pass | | | | | 50% | 25% | 100% |
| | Mean | | | | | 2.5 | 2 | 3.83 |

Indicates SIGNIFICANT growth or maintained excellence

**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 20,790 credit hours have been earned.

The total earned by DHS students in 22-23 year was 3281 with 235 students participating.

The total earned by DHS students in 21-22 year was 3323 with 243 students participating.

**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

| | UT OnRamps Enrolled | | Earned HS Credit | | Earned 3 Hrs College Credit |
|---|---|---|---|---|---|
| 2020 | 34 | | 34 | | 2 |
| 2021 | 9 | | 9 | | 6 |
| 2022 | 92 | | 92 | | 47 |
| 2023 | 71 | | 71 | | 46 |

Note: State % of students eligible for college credit in the 2 courses we offer

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# AGENDA DOCUMENT

**Meeting Date:** September 12, 2023

**Item Title:** Monthly Tax Collection Report

**Agenda Item:** Kelly Logsdon

**Background Information:**
The Monthly Tax Collection Report for July 2023 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 |
|---|---|---|---|---|---|
| 2022 | $6,393,602,454 | $1.294 | $82,733,216 | $80,786,533 | 97.65% |
| 2021 | $5,715,025,955 | $1.312 | $74,981,141 | $73,510,035 | 98.04% |
| 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% |

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

| 2022 Tax Year | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | Jul-23 | Aug-23 | Totals: | % To Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Current Year Tax | Pending Billing | $596,358 | $4,347,285 | $14,001,873 | $45,222,484 | $12,213,284 | $1,302,975 | $728,414 | $799,984 | $1,089,117 | $484,760 | | $80,786,533 | |
| YTD % Collected | 0.00% | 0.72% | 5.98% | 22.90% | 77.56% | 92.32% | 93.90% | 94.78% | 95.74% | 97.06% | 97.65% | 97.65% | 97.65% | 97.65% |
| Prior Years Tax | $153,260 | $29,557 | $47,929 | $75,934 | $99,395 | $100,283 | $71,407 | $51,012 | $21,329 | $55,885 | $34,958 | | $740,949 | |
| Subtotal Taxes | $153,260 | $625,915 | $4,395,215 | $14,077,806 | $45,321,879 | $12,313,567 | $1,374,382 | $779,426 | $821,313 | $1,145,002 | $519,718 | $0 | $81,527,482 | 98.54% |
| Penalty & Interest | $38,472 | $32,224 | $19,037 | $19,655 | $25,336 | $145,626 | $101,723 | $67,653 | $64,845 | $70,246 | $47,543 | | $632,361 | |
| Total Taxes & P&I | $191,732 | $658,140 | $4,414,252 | $14,097,461 | $45,347,215 | $12,459,193 | $1,476,105 | $847,079 | $886,158 | $1,215,248 | $567,260 | $0 | $82,159,842 | 99.31% |
| Attorney Fees | $30,498 | $24,692 | $13,336 | $14,523 | $20,326 | $16,952 | $25,855 | $11,129 | $12,193 | $19,202 | $36,317 | | $225,022 | |
| Total Collections | $222,229 | $682,832 | $4,427,588 | $14,111,984 | $45,367,541 | $12,476,145 | $1,501,960 | $858,208 | $898,350 | $1,234,450 | $603,577 | $0 | $82,384,865 | N/A |

| 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 | $341,977 | $73,510,035 | |
| YTD % Collected | 0.00% | 1.45% | 6.45% | 49.10% | 78.88% | 92.92% | 94.17% | 95.07% | 95.80% | 97.05% | 97.58% | 98.04% | 98.04% | 98.04% |
| 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 | $116,144 | $471,363 | |
| 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 | $458,121 | $73,981,398 | 98.67% |
| Penalty & Interest | $35,037 | $47,711 | $23,970 | $21,093 | $30,931 | $99,484 | $102,498 | $80,760 | $63,253 | $83,954 | $45,385 | $57,409 | $691,483 | |
| 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 | $515,530 | $74,672,881 | 99.59% |
| Attorney Fees | $18,740 | $40,603 | $19,699 | $12,771 | $22,513 | $18,718 | $20,894 | $19,397 | $18,459 | $16,588 | $36,275 | $50,519 | $295,177 | |
| 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 | $566,049 | $74,968,058 | 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 |

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA DOCUMENT

**Meeting Date:** September 12, 2023

**Item Title:** Board Standard Operating Procedures

**Agenda Item:** Carla Voelkel

**Background Information:**
Updates regarding Public Comment and Open Forum procedures have been made to the Board Standard Operating Procedures.

**Recommendation:**
The Superintendent recommends approval of the updates to the Board Standard Operating Procedures.

**Action Item:** **___√___Yes** **_____No**

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

DICKINSON
INDEPENDENT SCHOOL DISTRICT

# Board of Trustees
# Standard Operating Procedures

## OUR VISION

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

## OUR MISSION

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

Adopted 1996
Revised April 2001, September 2003, October 2004, August 2012, September 2013,
June 2016, March 2020, Janaury 2021, September 2023

I. DEVELOPING BOARD MEETING AGENDA

A. Who can place items on agenda.
1. Agendas are created by the administration and presented to the Board.
2. Any trustee, with the concurrence of the Board president or one other member, may request that a subject be included on the agenda for a meeting. That request shall be forwarded to the Superintendent or Board President.
3. The Superintendent shall include on the agenda, all trustee-requested items that have been timely submitted.

B. When is the agenda finalized.
1. No item can be placed on the agenda less than seven calendar days in advance of the meeting, unless delay in acting or discussing an added agenda item could seriously effect the operations of the District.
2. No item can be placed on the agenda less that 72 hours in advance of the meeting, unless an emergency or urgent public necessity exists.
3. Any agenda item added to the agenda after the original posting shall be done so in accordance with state laws.

C. When are Board members notified of a Board meeting.
1. Board members shall be notified of a meeting:
—at least 72 hours prior to a regular or special meeting.
—at least 2 hours prior to an emergency meeting.
2. Board members will be advised through the administrative reports as the agenda summary and complex agenda items are being developed.

D. Items for Executive Session
1. All personnel issues must be conducted in an executive session unless specifically required by the Texas Open Meeting Law.
2. Anything that violates right to privacy, i.e., Texas Open Meeting Act, Texas Open Record Act, cannot be placed on the open agenda.

E. Use of Consent Agenda
- Routine items
- Annual renewals of Region IV and TEA items (grant applications, etc.)
- Budget amendments
- Over $500 tax refunds (under $500 are approved administratively by board authority)
- Gifts, donations and bequests
- Financial information
- Minutes of regular and special Board meetings
- Minutes of joint meetings with City or other government units
- Updates of Board policy
- Routine personnel items
- Routine bid recommendations (anything already budgeted and less than $25,000 for a single item purchase)
- As recommended by the Superintendent

F. Consolidated action items.
1. The Superintendent may consolidate items on the agenda summary for possible group action, or any Board member may suggest group action on items to expedite the Board meeting.
2. A request by any trustee shall remove any item from the suggested consolidated action list.

II. CONDUCTING BOARD MEETINGS

Anytime four or more Board members are gathered to discuss school business, it is considered a meeting.

A. Persons addressing the Board.
1. Board Action Meeting - Any employee or resident of the school district may address the Board during the Public Comment (Agenda Items) or Open Forum (Non Agenda Items) portion of the Board Action meeting.
2. Board Workshop Meeting - Comments are limited to workshop agenda items.

3. Public Hearing - When addressing the Board at a Public Hearning, public comment shall be limited to the subject matter of the hearing and public participation will be limited tot he portion of the meeting designated to receive public comment. Anyone wishing to speak at the Public Hearing is required to sign up upon arrival at the hearing.
4. If the patron's request to address the Board specifically identifies an agenda item, the Board President shall ensure that the patron's comments are heard prior to action on the specific agenda item.
5. A patron must send a request to the Superintendent's office to speak at at Board Action or Board Workshop meeting. Requests can be emailed to Rachel Baker rlbaker@dickinsonisd.org or mailed. The request must be received in the Superintendent's office no later than noon on the day of the board meeting. (See Appendix for form)
6. Patron comments may be on items listed on the agenda or other areas of school district operations, but shall not include complaints/comments about employees or officials of the district. Individuals shall be referred to the appropriate policy to seek resolution: Employee complaints: DGBA, Student/Parent complaints: FNG, or Public complaints: GF.
7. Each patron will be limited to three minutes, with the total time allocation for audience participation limited to thirty minutes (unless the time is increased or decreased by majority vote of the Board).
8. If three (3) or more persons sign up to address the Board on a single item, a spokesperson will be selected to speak for the group. In any event, no more than nine minutes shall be allotted for a single topic.

Requests need to include:

Subject: Request to Address School Board Meeting
Date: Date of Scheduled Meeting to Address

1. Name
2. Address
3. Phone Number
4. Topic

If mailing, send request to:
Dickinson ISD
Attn: Superintendent
PO Drawer Z
Dickinson, TX 77539

B. Board response to patrons addressing the Board
1. Board members will listen attentively to comments.
2. Board President may ask Superintendent to clarify an item.
3. Board members will not respond or enter into discussion with the audience during the meeting as:
   - Items on the agenda will be discussed as appropriate and scheduled on the agenda.
   - Items not on the agenda do not permit Board members to respond or discuss.

C. Non-allowable comments (Board/audience)
1. The Board will not entertain comments on individual personnel or officials in public session (employees or Board members).
2. The Board will not entertain comments on individual students in public session.

D. Hearings
1. During public hearings the Board is assembled only to gather input.
2. The Board will not answer questions or enter into dialogue except with their attorney in the case of an employee hearing.
3. At the conclusion of the hearing or at a subsequent meeting the Board will determine the results of the hearing.
4. Rules for the hearing will be strictly adhered to:
   a. Board will limit response to 5 minutes per testifier (or as assigned/modified by Board President, as allowed by Board Policy)
   b. Testimony is to be presented orally or in writing, as detailed in Board policy.
   c. Board will not allow duplicate testimony.

d. Board will not allow derogatory comments.
e. Board members will not ask questions since they are acting as a tribunal.

5. Hearing held in executive session follows essentially the same procedures, but public audience is prohibited.

E. The Board shall be guided by parliamentary procedure as detailed in Robert's Rules of Order or as spelled out in Board policy.
1. All discussion shall relate to the business currently under deliberation.
2. The Board President shall halt inappropriate discussion.
3. The Board President shall:
- Recognize members prior to them giving their comments.
- Be responsible for asking clarifying questions during hearings.

F. Town Meetings/Open Forums
1. Procedures for town meetings/open forums shall be determined on a case-by case basis.
2. The Board President, Superintendent or designee shall lead discussions.

G. Discussion of motions
1. The Board President has the responsibility to keep the discussion to the motion at hand and shall halt discussion that does not apply to the business before the Board.
2. The President may make motions, second motions and enter into debate.

H. Recognitions
1. Student and staff recognition items are to be an integral part of each meeting, when such recognition is deemed appropriate by the Superintendent.
2. Honorees are to be introduced by the staff member submitting the recognition agenda item. Board members will present recognition awards, accompanied by appropriate administrators.

III. VOTING

A. The Board President will vote on all action items.

B. Except in a conflict of interest as defined by law, Board members shall vote.

IV. EMPLOYEE OR CITIZEN COMPLAINT TO INDIVIDUAL BOARD MEMBER

A. When a person complains to a Board member regarding a school personnel or administrative issue:
1. Remind the employee or citizen of due process and that the Board member must remain impartial in case the situation goes before the Board.

B. Refer employee or citizen to appropriate person/chain of command. MUST GO THROUGH COMMAND CHAIN.

C. Board member should advise Superintendent of substantial or significant complaint within 72 hours.

V. BOARD MEMBER VISIT TO SCHOOL CAMPUS

A. Board members are encouraged to attend any school's events as their time permits and to support activities.

B. Board members are not to go into teacher's classrooms, campuses or other district facilities for the purpose of investigation or evaluation.

C. Board members shall make reasonable efforts to contact the appropriate administrator prior to their visits, when not attending a scheduled activity.

VI. COMMUNICATIONS

A. The Board President will meet with the Superintendent on a routine basis to discuss issues of the District.

B. Requests for information to the Superintendent from a Board member will be communicated to all Board members.

C. The Board will communicate through public hearings, Board meetings and publications.

D. Unless otherwise approved by the Board, individual Board members cannot speak in an official capacity or otherwise represent the views of the Board.

VII. EVALUATION OF THE SUPERINTENDENT

A. The summative evaluation will be conducted in the May to June time frame.

B. The Board President obtains input from all other members on the approved indicators.

C. Evaluation is conducted by consensus in executive session.

VIII. EVALUATION OF THE BOARD

A. Routinely assess status of Board/Superintendent team.

B. Evaluation is conducted in executive session on a schedule determined by the Board.
1. Are we following code of conduct?
2. Are we following operating procedures?
3. Is the team of eight functioning?
4. Were goals effective?

IX. PROCESS FOR SELECTING BOARD OFFICERS

A. By majority vote of Board members present, officers are nominated and elected annually at the first meeting following the May election after newly elected members are sworn in.

B. To be eligible for election to the office of President or Vice President, the Board member must have served at least one year in their current term.

C. To be considered for election, Board members may self-nominate for the position(s) in which they are interested in serving prior to beginning the meeting at which the officer election is conducted.

D. Board members are allowed a maximum of two minutes to make a statement prior to the vote.

X. ROLE AND AUTHORITY OF BOARD MEMBER AND/OR BOARD OFFICERS Set down by State statute

A. No Board member or officer has authority outside the Board meeting.

B. No Board member can direct employees in regard to performance of their duties.

C. President:
1. Shall preside at all Board meetings.
2. Appoint committees
3. Shall call special meetings
4. Sign all legal documents required by law

D. Vice President:
1. Shall act in capacity of President in absence of President.

E. Secretary:
1. Insure that accurate records are kept.
2. Acting in absence of President and Vice President, the Secretary shall serve as President Pro-Tem.
3. Countersign all warrants.



XI. ROLE OF BOARD IN EXECUTIVE SESSION

A. Board can only discuss those items listed on the executive agenda and as limited by law, Government Code

XII. MEDIA INQUIRIES TO THE BOARD

A. The Board President or his/her designee shall be the official spokesperson for the Board to the media/press on issues of media attention.
   1. All Board members who receive calls from the media should direct them to the Board's spokesperson and notify the Board President and Superintendent of the call.

B. Any Board member may respond to general inquiries.

XIII. ANONYMOUS PHONE CALLS/LETTERS/CONTACTS

A. The DISD Board of Trustees encourages input; however, anonymous input will not receive the Board's attention, discussion or response.

XIV. REVIEWING BOARD OPERATING PROCEDURES

A. Standard Board Operating Procedures will be reviewed and updated as needed.

XV. BOARD SPOUSES

A. Because of the unique relationships, Board members spouses are generally covered by the same operating procedures as the Board members.

# QUICK REFERENCE DIRECTORY

BOARD OF TRUSTEES

| | | | | |
|---|---|---|---|---|
| Corey Magliolo, President | T5CMagliolo@dickinsonisd.org | 711 Bayou Crest Dr. | Dickinson | District 5 |
| Jessica Rodriguez, Vice President | T6JRodriguez@dickinsonisd.org | 301 Colony Creek Dr. | Dickinson | District 6 |
| Veanna Veasey, Secretary | T2VVeasey@dickinsonisd.org | 4023 Easy Street | Dickinson | District 2 |
| Mike Mackey | T1MMackey@dickinsonisd.org | 5601 Lanis Dr. | Dickinson | Distirct 1 |
| Jeff Pittman | T4JPittman@dickinsonisd.org | 211 16th Street | San Leon | District 4 |
| Patrick Dominguez | T3PDominguez@dickinsonisd.org | 5023 Chase Mt. Dr. | Bacliff | District 3 |
| Mary Anthamatten | T7MAnthamatten@dickinsonisd.org | 5019 Longshadow Dr. | Dickinson | District 7 |

EDUCATION SUPPORT CENTER

| | |
|---|---|
| Carla Voelkel, Superintendent of Schools | 281-229-6022 |
| Ryan Boone, Deputy Superintedent for Business & Operations | 281-229-7270 |
| Dr. Jeff Pack, Deputy Superintendent for Educational Services | 281-229-6067 |
| Robert Cobb, Assistant Superintendent for Administration | 281-229-6024 |
| Kimberly Rich, Executive Director of Human Resources | 281-229-6079 |
| Jim Rubach, Executive Director of Facility Planning & Construction | 281-229-7272 |
| | |
| Patricia Andersen, Director of Human Resources | 281-229-6076 |
| Kathy Behrendsen, Director of State & Federal Programs | 281-229-6066 |
| Dr. Leone Clark, Director of Advanced Academic Programs | 281-229-6034 |
| Tammy Dowdy, Director of Communications | 281-229-6080 |
| Dr. Melissa Everett, Director of CTE & Career Readiness | 281-229-6424 |
| Lisa Herrera, Director of Bilingual/ESL/RtI/At-Risk | 281-229-6035 |
| Leslie Hudson, Executive Director of Payroll | 281-229-6051 |
| Jacquelyn Kennedy, Director of Curriculum & Instruction | 281-229-7587 |
| Kelly Logsdon, Executive Director of Business Operations | 281-229-6048 |
| Dr. Debby Noffsinger, Director of Assessment, Accountability & Compliance | 281-229-6039 |
| Laurie Rodriguez, Exec. Director of Special Programs | 281-229-6084 |
| Jenna Simsen, Director of Marketing & Digital Media | 281-229-6085 |
| Lindsey Suarez, Director of Leadership Development & Professional Learning | 281-229-6072 |
| Paul Trahan, Director of Fine Arts | 281-229-6163 |
| | |
| Business Office Fax | 281-229-6011 |
| Educational Services Fax | 281-229-6021 |
| Human Resources Fax | 281-229-6017 |
| Special Programs Fax | 281-229-6099 |

DIRECTORS AT OTHER FACILITES

| | |
|---|---|
| Jimmy Anderson, Director of Maintenance | 281-229-7261 |
| Brian Cmaidalka, Director of Transportation | 281-229-7311 |
| Wendy Haywood, Director of Custodial Services | 281-229-7256 |
| Laura Peck, Director of Food & Nutrition Services | 281-229-6060 |
| Jeff Pulkinen, Director of Energy Management | 281-229-6044 |
| John Snelson, Athletic Director | 281-229-6578 |
| Caroline Lightfoot, Executive Director of Technology | 281-229-6026 |

| CAMPUSES | TELEPHONE | PRINCIPAL |
|---|---|---|
| Bay Colony Elementary | 281-229-6200 | Amy Smith |
| Calder Road Elementary | 281-229-7500 | Jennifer Heard |
| Hughes Road Elementary | 281-229-6700 | Kelly Colburn |
| K.E. Little Elementary | 281-229-7000 | Brooke Newell |
| Lobit Elementary | 281-229-7600 | Stephanie Williams |
| San Leon Elementary | 281-229-7400 | Nici Snyder |
| Silbernagel Elementary | 281-229-6800 | Leslie Burke |
| Barber Middle School | 281-229-6900 | Brendan Fitzpatrick |
| Dunbar Middle School | 281-229-6600 | Brandi Peterson |
| Lobit Middle School | 281-229-7700 | Melody Lilley |
| Dickinson Junior High | 281-309-3800 | Temeka Brown |
| Eugene Kranz Junior High | 281-309-3600 | Kimberly Kelley |
| McAdams Junior High | 281-229-7100 | Chad Nuetzmann |
| Dickinson High School | 281-229-6400 | Courtney Ramirez |
| DCC/ACCEL & DALC | 281-229-6300 | David McConnell |

DICKINSON
INDEPENDENT SCHOOL DISTRICT

## Request to Address the DISD Board of Trustees

This Request to Address the Board of Trustees form may be downloaded, filled out, and then emailed to rlbaker@dickinsonisd.org **by noon** on the date of the Board meeting. This form may also be mailed or hand delivered to the Superintendent's Office located in the DISD Administration Building (2218 FM 517, Dickinson, TX 77539) **by noon** on the date of the Board meeting.

Have you tried to resolve your concern by following the proper channels and first conferencing with the appropriate administrator? ☐ Yes ☐ No

If yes, with whom?

The Board will not respond directly to comments or questions posed by speakers. Texas law does not allow the Board to discuss or take action on any issue presented during the public forum unless the item has already been posted for action on the meeting agenda.

The Board **shall not tolerate** disruption of the meeting by members of the audience. The presiding officer may request assistance to have individuals removed from the meeting if: individual(s) violate Board policy, individual(s) violate Board Operating Procedures, and/or, if after a warning from the presiding officer, individual(s) continue to disrupt the meeting by their words/actions.

**Name:** **Phone:**

**Email Address:**

**Mailing Address:**

Will you be accompanied by a translator? ☐ **Yes** ☐ **No**

If yes, please provide the name of the translator.

***NOTE*: An individual that addresses the Board through a translator will be permitted to speak to the Board for <u>twice</u> the time limit of individuals who do not use a translator.**

Public Comment Topic (Agenda Item)

May be addressed at a Board Action or Board Workshop meeting.

Open Forum Topic (Non-Agenda Item)

May be addressed at a Board Action meeting.

Please give a brief summary of what you plan to discuss.

Signature: Date:

**DICKINSON INDEPENDENT SCHOOL DISTRICT**
**BOARD AGENDA DOCUMENT**

**Meeting Date:** September 12, 2023

**Item Title:** 2023-2024 District and Campus Improvement Plans

**Agenda Item:** Dr. Jeff Pack

**Background Information**
The 2023-2024 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 2023-2024 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

# 2023-2024

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# Mission Statement

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

# Vision

## WHAT WE ASPIRE TO BE

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



# 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 12,300 students on 18 campuses, 14 of which are Title I, Part A campuses. The 14 Title I, Part A campuses are: Dickinson High School, Dickinson Junior High, 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 | 2022-2023 | 2021-22 | 2020-21 |
| Total Enrollment | 12360 | 11933 | 11631 |
| **Enrollment by Ethnicity:** | | | |
| Am. Indian/Alaskan | 53 | 46 | 43 |
| Asian | 237 | 231 | 224 |
| Black/Af. American | 1928 | 1957 | 1955 |
| Hispanic/Latino | 6316 | 5977 | 5790 |
| White | 3473 | 3398 | 3302 |
| Hawaiian/Pacific Isl. | 13 | 12 | 1012 |
| Two or more Races | 340 | 321 | 307 |

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| Dickinson ISD | 2022-23 | 2021-22 | 2020-21 |
|---|---|---|---|
| Limited English Proficient | 4474 | 4057 | 3761 |
| Immigrant | 144 | 156 | 174 |
| Econ. Disadvantaged | 8248 | 7662 | 7811 |
| Homeless | 144 | 139 | 59 |
| Gifted/Talented | 882 | 771 | 749 |

***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.



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 22-23 school year were as follows:

Galveston County JJAEP: 3

Galveston County Detention (short term, usually 10 days or less): 22

Transforming Lives Cooperative Day Program: 9

**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.

# Student Learning

**Student Learning Summary**

STAAR Testing Results will be released late September 2023 and will be updated at that time.

**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

As Dickinson ISD is a Title I, Part A district, the programs and processes we use support the following: developing and implementing a well-rounded program of instruction to meet the academic needs of all students, identifying students who may be at risk of academic failure and providing additional support for those students, and implement instructional strategies intended to strengthen academic programs and improve school conditions for students learning. 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 campuses have initiated a specific time during the school day where students can receive targeted interventions that are data-driven by individual 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.



## 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:

- 51.1% Hispanic
- 28.1% White
- 15.6% African American
- 66.73% Economically Disadvantaged
- 18.59% Limited English Proficient (LEP)
- 15.69% Special Education
- 7.14% Gifted & Talented

- 5.45% Dyslexia

Over 14% 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 31.3% 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. Five of our elementary campus principals have at least four years or more experience. 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** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** | **2022-2023** |
|---|---|---|---|---|---|
| Beginning Teachers | 42.8 | 71.3 | 40.3 | 38.2 | 39.5 |
| 1-5 Years Experience | 251.8 | 242.5 | 273.3 | 262.2 | 273.3 |
| 6-10 Years Experience | 175.6 | 183.1 | 193.7 | 207.6 | 218.8 |
| 11-20 Years Experience | 212.2 | 216.6 | 227.6 | 216.6 | 219.2 |
| Over 20 Years Experience | 86.5 | 96.9 | 99.4 | 109.4 | 121.8 |
| | | | | | |
| **Average Actual Salaries (regular duties only)** | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Teachers | $56,202 | $59,161 | $60,480 | $62,059 | $64,871 |
| Professional Support | $70,339 | $74,041 | $73,175 | $73,909 | $76,771 |
| Campus Administration | $84,652 | $86,708 | $88,938 | $93,413 | $98,697 |
| Central Administration | $119,829 | $121,458 | $123,537 | $129,869 | $133,418 |
| Educational Aides | $22,598 | $23,244 | $23,597 | $24,736 | $25,478 |
| Auxiliary Staff | $29,120 | $30,000 | $30,678 | $31,805 | $33,346 |



## District Transistion Plan

The 2023-2024 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 2023, mobile devices and carts have been added to all DISD campuses. 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.

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.

During the 2023-24 school year, DISD elementary schools will implement a typing program to help students effectively use technology in the classroom using Title IV funds.



**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.

## 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*** 135

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 their 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 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. DISD partnered with College of the Mainland to offer English classes to district parents at two DISD campuses.

Dickinson ISD is a fast-growing school district that is expected to surpass a student enrollment of 12,360 students in 2023-2024. 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 offered 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 participate across the district.
- This will be the inaugural 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 offered to the parents.
- A special program continues to be offered at the Dickinson Continuation Center for over-age 8th grade students.

**Parent and Community Engagement**

- DISD Community
- Proactive use of social media from the DISD Public Information Office
- Increased coverage of stories and photos on the district website and newspaper
- PTO expansion at the campuses
- Parent volunteers
- Staff, community, and business partnerships at the district and/or campus level
- Dickinson Education Foundation
- Campus events for parents



- Assistance League of Bay Area
- Communities in Schools
- Service organizations
- More Documentation and Communication is becoming available in Spanish
- Parent Engagement Coordinators available on Each Campus
- College of the Mainland

**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 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 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

**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.

**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.

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**Problem Statement 4 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 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

# 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
- 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

# 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<br>**Strategy's Expected Result/Impact:** Improved instruction and student achievement<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Deputy Superintendent of Ed. Services<br><br>**Results Driven Accountability**<br>**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, etc.<br>**Strategy's Expected Result/Impact:** Improve reading instruction and student achievement in reading<br>**Staff Responsible for Monitoring:** Deputy Superintendent of Educational Services<br>Director of Curriculum<br>Curriculum Specialists<br>Campus administrators<br><br>**Results Driven Accountability**<br>**Funding Sources:** - Local Funding, - 211-Title IA | | | | |



| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Math: Build foundational fluency skills through the use of Building Fact Fluency. Campuses will be provided additional support by Region 4 consultants.<br>All teachers will be trained on best instructional practices through targeted GLC (Gator Learning Community) sessions.<br>**Strategy's Expected Result/Impact:** Improved Tier I instruction, improved students achievement in math<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Math Curriculum Specialists<br><br>**Funding Sources:** - 255-Title IIA, - Local Funding | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** RLA/Social Studies: Teachers will be trained on how to implement differentiated texts/tasks in small group instruction.<br>**Strategy's Expected Result/Impact:** Improved classroom Tier I instruction, improved student achievement<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>ELAR/Social Studies Curriculum Specialists<br><br>**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.<br>**Strategy's Expected Result/Impact:** Improved classroom instruction, increase in student achievement<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Curriculum Specialists<br><br>**Funding Sources:** - 255-Title IIA | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Science: Curriculum specialists will help build our teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Curriculum specialists will provide 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.<br>**Strategy's Expected Result/Impact:** Improved classroom Tier I instruction, improved student achievement<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Science Curriculum Specialists<br><br>**Funding Sources:** - 255-Title IIA, - Local Funding | | | | |



| 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<br>**Strategy's Expected Result/Impact:** Increased student learning<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Coordinator of Special Programs Instruction & Compliance<br>Campus principals / Assistant principals<br><br>**Results Driven Accountability**<br>**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).<br>**Strategy's Expected Result/Impact:** Meet Initial FIE timelines<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Coordinator of Evaluation and Related Services<br><br>**Results Driven Accountability**<br>**Funding Sources:** - IDEA B, - Local Funding | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** Special Programs:<br>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.<br>**Strategy's Expected Result/Impact:** increased knowledge and accurate identification of students<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Coordinator of Evaluation and Related Services<br><br>**Results Driven Accountability**<br>**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.<br>**Strategy's Expected Result/Impact:** Improve SSP 9 and 11 (LRE) data<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Coordinator of Special Programs Instruction<br>Coordinator of Special Programs Compliance<br>Campus principals / Assistant principals<br><br>**Results Driven Accountability - Equity Plan**<br>**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.<br>**Strategy's Expected Result/Impact:** Improved SSP 18 (Sped Total Disciplinary Removals Rate) data<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Campus Administrators<br>Coordinator of Evaluation and Related Services<br>Behavior Coaches<br><br>**Funding Sources:** - IDEA B, - Local Funding, - 255-Title IIA | | | | |

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 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<br>**Staff Responsible for Monitoring:** Director of Advanced Academics<br><br>**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.<br>**Staff Responsible for Monitoring:** Director of Fine Arts<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increase in career readiness for students and an increase in the number of certifications earned by students<br>**Staff Responsible for Monitoring:** Director of Career and Technology Education<br><br>**Funding Sources:** - Perkins, - Local Funding | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Math<br>Use programs such as ST Math, IXL, 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.<br>**Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Curriculum Specialists<br><br>**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 grades 5-8 science classroom.<br>**Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Curriculum Specialists<br><br>**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.<br>**Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Curriculum Specialists<br><br>**Funding Sources:** - 255-Title IIA, - 282-ESSER III, - Local Funding | | | | |



No Progress


Accomplished

Continue/Modify

Discontinue

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

**Performance Objective 4:** Implement 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<br>**Strategy's Expected Result/Impact:** Improved<br>**Staff Responsible for Monitoring:** Director of ESL/Bilingual and At-Risk<br>**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.<br>**Strategy's Expected Result/Impact:** Improved student achievement<br>**Staff Responsible for Monitoring:** Director of ESL/Bilingual and At-Risk<br>Director of Advanced Academics<br>**Funding Sources:** - 263-Title IIIA, - 199-SCE, - 211-Title IA | | | | 149 |

| 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<br>**Staff Responsible for Monitoring:** Director of ESL/Bilingual and At-Risk<br>**Results Driven Accountability**<br>**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.<br>Provide extra instructional support (ESSER tutors) need an intentional differentiated plan/ training.<br>STEAM curricular support to maintain masters and raise on level students.<br>**Strategy's Expected Result/Impact:** Increased student growth district-wide<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Director of Assessment<br>Campus Principals<br><br>**Funding Sources:** - 282-ESSER III | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Train stakeholders (principals, instructional coaches, and teacher teams) through Solution Tree's "Assessment Coaching Academy" to high-quality, TEKS-aligned student assessments throughout the 23-24 school year.<br>**Strategy's Expected Result/Impact:** Improved student achievement.<br>**Staff Responsible for Monitoring:** Deputy Superintendent of Educational Services<br>Director of Curriculum and Instruction<br>Director of Assessment, Accountability, and Compliance<br><br>**Funding Sources:** - 282-ESSER III | | | | 150 |

| 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/Amplify/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44<br>**Strategy's Expected Result/Impact:** Improved student growth in reading<br>**Staff Responsible for Monitoring:** Director of Curriculum<br>Curriculum Specialists<br>Campus Leaders<br>Teachers<br><br>**Funding Sources:** - 263-Title IIIA, - 211-Title IA | | | | |

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:** Implement various safety measures throughout the district

**High Priority**

**Evaluation Data Sources:** Surveys, safety and discipline documentation

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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide a safe way for students to report unsafe situations<br>**Strategy's Expected Result/Impact:** Safe school environment<br>**Staff Responsible for Monitoring:** Assistant Superintendent for Administration<br>**Funding Sources:** - Local Funding | | | | 151 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Implement safety protocols from the Texas School Safety Center and TEA: required safety updates, 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..<br>**Strategy's Expected Result/Impact:** Improve school safety,<br>**Staff Responsible for Monitoring:** Assistant Superintendent for Administration<br>Campus Principals<br>**Funding Sources:** - Local Funding, - School Safety Formula Grant, - Silent Panic Alarm Technology Grant | | | | |



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).<br>**Strategy's Expected Result/Impact:** Decrease student drop out, increase emotional stability<br>**Staff Responsible for Monitoring:** Social Emotional Learning Specialist<br>**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<br>**Strategy's Expected Result/Impact:** Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety<br>**Staff Responsible for Monitoring:** Social Emotional Learning Specialist<br>**Funding Sources:** - 282-ESSER III, - 255-Title IIA | | | | 152 |

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

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

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



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

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

**Performance Objective 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.<br>**Staff Responsible for Monitoring:** Social/Emotional Learning Specialist<br>**Funding Sources:** - 282-ESSER III | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

154

**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<br>**Strategy's Expected Result/Impact:** Improved social, emotional and academic performance<br>**Staff Responsible for Monitoring:** Director of Federal and State Programs<br><br>**Funding Sources:** - 211-Title IA | | | | |

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

155

**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<br>**Strategy's Expected Result/Impact:** Improve parent communication<br>**Staff Responsible for Monitoring:** Director of Federal Programs<br>**Funding Sources:** Translation Services - 211-Title IA | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**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<br>**Strategy's Expected Result/Impact:** Increase college and career readiness for students and families<br>**Staff Responsible for Monitoring:** Director of At-Risk<br>**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<br>**Strategy's Expected Result/Impact:** Improve parent and family communication<br>**Staff Responsible for Monitoring:** Director of At-Risk, Bilingual/ ESL<br>**Funding Sources:** - 263-Title IIIA, - Local Funding | | | | 157 |

0% No Progress 100% 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<br>**Strategy's Expected Result/Impact:** Improve parent and family engagement to support learning<br>**Staff Responsible for Monitoring:** Director of Federal Programs<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increase awareness for students and parents of various educational opportunities available for all students<br>**Staff Responsible for Monitoring:** Director of Federal Programs<br>Director of At-Risk<br><br>**Funding Sources:** - 199-SCE, - Local Funding, - 211-Title IA | | | | 158 |

| 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.<br>**Strategy's Expected Result/Impact:** Foster parent and school partnerships and improve parent and family engagement.<br>**Staff Responsible for Monitoring:** Director of Federal and State Programs<br>Principal<br>Parent and Family Engagement Coordinator<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increase overall district retention rate.<br>**Staff Responsible for Monitoring:** Executive Director for Human Resources<br><br>**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).<br>**Strategy's Expected Result/Impact:** Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students<br>**Staff Responsible for Monitoring:** Director of Career & Technical Education<br><br>**Funding Sources:** - Local Funding, - Perkins | | | | 159 |

 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, Kelly Tumy, Region IV ESC, Restorative Practices, Seidlitz, AVID, etc.<br>**Strategy's Expected Result/Impact:** Improved teacher instruction and retention resulting higher student academic achievement<br>**Staff Responsible for Monitoring:** Director of Leadership Development & Professional Learning<br>Director of ESL/Bilingual and At-Risk<br>Director of Curriculum and Instruction<br>**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.<br>**Strategy's Expected Result/Impact:** Increase teacher retention rate of beginning teachers (0-2 years).<br>**Staff Responsible for Monitoring:** Director of Leadership Development & Professional Learning<br>**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<br>**Strategy's Expected Result/Impact:** Increase the number of effective principals and other school leaders<br>**Staff Responsible for Monitoring:** Director of Leadership Development & Professional Learning<br>**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.<br>**Strategy's Expected Result/Impact:** Increased knowledge base for educators.<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Special Programs Coordinators<br><br>**Results Driven Accountability**<br>**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.<br>**Strategy's Expected Result/Impact:** Increased knowledge base for educators<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Special Programs Coordinator of Instruction/Curriculum<br>Special Programs Coordinator of Evaluation and Related Services<br><br>**Funding Sources:** - Local Funding, - IDEA B | | | | 161 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase inclusive learning opportunities for students with disabilities<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Special Programs Coordinators<br><br>**Results Driven Accountability**<br>**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<br>**Strategy's Expected Result/Impact:** Increased staff knowledge<br>Student progress on STAAR / STAAR-Alt & EOC<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Special Programs Coordinators<br><br>**Results Driven Accountability**<br>**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.<br>**Strategy's Expected Result/Impact:** Increased opportunities for students in special education to generalize skills<br>**Staff Responsible for Monitoring:** Executive Director of Special Programs<br>Special Programs Coordinators<br><br>**Funding Sources:** - Local Funding, - IDEA B | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Implement Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program to stakeholders<br>**Strategy's Expected Result/Impact:** Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.<br>**Staff Responsible for Monitoring:** Executive Director of Human Resources<br><br>**Funding Sources:** - Outside Agency | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Implement DISD Wellness Program (SWAMP).<br>**Strategy's Expected Result/Impact:** Support overall well-being of all staff.<br>**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<br>**Strategy's Expected Result/Impact:** Faster connectivity, ability to do district wide online assessments<br>**Staff Responsible for Monitoring:** Executive Director of Technology<br><br>**Equity Plan**<br>**Funding Sources:** - 282-ESSER III | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide resources for students which facilitates the effective use of technology in the classroom such as typing programs, technology application software and other needed resources<br>**Strategy's Expected Result/Impact:** Increased productivity for students<br>**Staff Responsible for Monitoring:** Executive Director of Technology<br><br>**Funding Sources:** - 287-Title IV, - Local Funding | | | | 164 |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** $4,019,969.90
**Total FTEs Funded by SCE:** 64.08
**Brief Description of SCE Services and/or Programs**

610000 Payroll Costs $3,882,824.90 620000 Professional and Contracted Services $60,400.00 630000 Supplies and Materials $43,270.00 640000 Other Operating Costs and Travel $33,475.00

## Personnel for District Improvement Plan

| Name | Position | FTE |
|---|---|---|
| Adkins, K. | Instructional Support | 0.67 |
| Alexander, J. | Instructional Support | 0.17 |
| Allen, J. | Social Worker | 1 |
| Allen, R. | Instructional Support Paraprofessional | 1 |
| Allison, K. | Instructional Support | 0.17 |
| Alvear, S. | Instructional Support Para | 1 |
| Aranda Salazar, Y | Instructional Support Paraprofessional | 1 |
| Arredondo, N. | Instructional Support Paraprofessional | 1 |
| Barker, M | Instructional Support Paraprofessional | 1 |
| Betancourt, A. | Instructional Support | 0.5 |
| Blakely, J. | instructional Support | 0.17 |
| Bodell, A. | Instructional Support | 0.17 |
| Brasel, K. | Instructional Support | 0.17 |
| Brown, A. | Instructional Support | 0.17 |
| Bruysschaard, J. | Instructional Support | 0.34 |
| Bryson, K. | Teacher | 0.33 |
| Burkhardt, C | Instructional Support | 0.9 |
| Cantrell, J. | Instructional Support | 1 |
| Cardona, I. | Instructional Support Paraprofessional | 1 |

| Name | Position | FTE |
|---|---|---|
| Caswell, O. | Instructional Support Paraprofessional | 1 |
| Cephas, A. | Instructional Support | 0.17 |
| Contreras, M. | Instructional Support Paraprofessional | 1 |
| Corbin, R. | Instructional Support | 1 |
| Cottingham, D. | Instructional Support Paraprofessional | 1 |
| Cox, E. | Instructional Support | 1 |
| Demunbruin, C. | Instructional Support | 1 |
| Dockery, C. | Instructional Support | 0.33 |
| Durrschmidt, L. | Instructional Support Paraprofessional | 1 |
| Eanes, R. | Instructional Support | 0.33 |
| Etchberger, K. | Instructional Support | 0.17 |
| Faith, J. | Instructional Support | 1 |
| Farias, E. | Instructional Support | 0.5 |
| Ferrell, J. | Instructional Support Paraprofessional | 1 |
| Franklin, P. | Instructional Support | 0.17 |
| Garcia, Y. | Instructional Support | 0.17 |
| Garza, D. | Instructional Support Paraprofessional | 1 |
| Gibb, R. | Instructional Support | 0.3 |
| Glebe, D. | Instructional Support | 0.17 |
| Goodger, J. | Instructional Support Paraprofessional | 1 |
| Goodwin, H. | Instructional Support | 1 |
| Grabbe, K. | Instructional Support | 0.25 |
| Guidry, T. | Instructional Support | 0.33 |
| Guillory, S. | Instructional Support Paraprofessional | 1 |
| Helle, C. | Instructional Support Paraprofessional | 1 |
| Henderson, E. | Instructional Support Paraprofessional | 1 |
| Hendrickson, A. | Instructional Support | 1 |
| Hester, T. | Instructional Support | 0.33 |
| Hinojosa, J. | Instructional Support Paraprofessional | 1 |
| Hunter, M. | Instructional Support Paraprofessional | 1 |
| Irigoyen, M. | Instructional Support Paraprofessional | 1 |

| Name | Position | FTE |
|---|---|---|
| Jackson, L. | Instructional Support Paraprofessional | 1 |
| Jarmack, C. | Instructional Support Paraprofessional | 1 |
| Jasso, R. | Instructional Support | 0.5 |
| Johnson, M. | Instructional Support | 0.17 |
| Joslin, J. | Instructional Support | 1 |
| Keels, S. | Instructional Support Paraprofessional | 1 |
| Knox, N. | Instructional Support | 0.33 |
| Landolt, J. | Instructional Support | 1 |
| Laughbaum, A. | Instructional Support | 0.4 |
| Legrand, C. | Instructional Support Paraprofessional | 1 |
| Lind-Olson, J. | Instructional Support | 0.33 |
| Lindsey, C. | Instructional Support | 0.16 |
| Lopez, C. | Instructional Support Paraprofessional | 1 |
| Lowe, T. | Instructional Support | 0.25 |
| Maierson, S. | Instructional Support | 1 |
| Martin, T. | Instructional Support | 167 1 |
| Matranga, M. | Instructional Support | 0.9 |
| McClung, J. | Instructional Support | 1 |
| McCray, D. | Instructional Support | 1 |
| McMahon K. | Instructional Support | 1 |
| McMichael, S. | Instructional Support | 0.33 |
| Milutin, M. | Instructional Support | 0.5 |
| Molenaar, J. | Instructional Support | 0.33 |
| Moore, T. | Instructional Support | 0.33 |
| Morgan, T. | Instructional Support | 1 |
| Mustiful, A. | Instructional Support | 0.07 |
| O'Gea, M. | Instructional Support | 1 |
| Ortiz, H. | Instructional Support Paraprofessional | 1 |
| Powell, L. | Instructional Support | 0.17 |
| Rachel, R. | Instructional Support | 0.17 |
| Revuelta, R. | Instructional Support | 0.33 |

| Name | Position | FTE |
|---|---|---|
| Reyes, C. | Instructional Support | 0.33 |
| Richardson, W. | Instructional Support Paraprofessional | 1 |
| Seeley, M. | Instructional Support Paraprofessional | 1 |
| Sellers, K. | Instructional Support | 0.17 |
| Sifuentes, K. | Instructional Support Paraprofessional | 1 |
| Singletary-Watkins, S. | Instructional Support Paraprofessional | 1 |
| Spruill, A. | Instructional Support | 0.5 |
| Steward, B. | Instructional Support | 0.17 |
| Symmank, J. | Instructional Support | 0.5 |
| Tamayo, G. | Instructional Support Paraprofessional | 1 |
| Tottenham, T. | Instructional Support Paraprofessional | 1 |
| Watson, B. | Instructional Support | 0.17 |
| Wellman, H. | Instructional Support | 0.33 |
| Westerlage, H. | Instructional Support | 0.33 |
| Williams, J. | Instructional Support | 0.33 |
| Yates, L. | Instructional Support | 168 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Anderson, Chad | DHS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Anderson, Jessica | BCE Instructional Paraprofessional | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Armstrong, Patrick | DJH Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Baskin, Sandra | HRE Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Birdwell, Mashanda | DMS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Brasel, Kristi | BMS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Burek, Maylyn | LMS Instructional Paraprofessional | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Carse, Jennifer | DHS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Ford, Regina | DHS Instructional Paraprofessional | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Gaines, Sheila | DHS Instructional Paraprofessional | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Higgs, Amecia | DHS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Hollen, Shelby | KJH Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Ito, Ayane | DHS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1. |
| James, Courtney | SLE Instructional Interventionist | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Johnson, Marissa | MJH Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Luckett, Trynn | DHS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Luckey, Kevin | MJH Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Maierson, Shari | KELE Instructional Paraprofessional | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Maloney, Bridget | DHS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Minielly, Kayci | KJH Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Morgan, Terhondra | DJH Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Morris, Delisah | DHS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Pool, Tiffany | Instructional Interventionist | PS 1; Goal 1; Obj. 4; Strategy 2 | 1 |
| Rolla, Angela | LES Instructional Paraprofessional | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Rowe, Sarah | BCE Instructional Paraprofessional | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |
| Sciullo, Jeffrey | DHS Teacher | PS 1; Goal 1; Obj. 4; Strategy 2 | 1.0 |

# District Funding Summary

| 211-Title IA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 4 | 2 | | | $0.00 |
| 1 | 4 | 6 | | | $0.00 |
| 2 | 5 | 1 | | | $0.00 |
| 3 | 1 | 1 | Translation Services | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 3 | 1 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |
| 3 | 3 | 3 | Extra Duty Pay | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 2 | 1 | | | $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 | 2 | 2 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |
| 1 | 2 | 4 | | | $0.00 |
| 1 | 2 | 5 | | | $0.00 |
| 1 | 2 | 10 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $0.00 |
| 1 | 3 | 6 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 2 | | | $0.00 |

| 255-Title IIA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 4 | 2 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 199-SCE | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 4 | 2 | | | $0.00 |
| 1 | 4 | 3 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| Local Funding | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |
| 1 | 2 | 5 | | | $0.00 |
| 1 | 2 | 6 | | | $0.00 |
| 1 | 2 | 7 | | | $0.00 |
| 1 | 2 | 8 | | | $0.00 |
| 1 | 2 | 9 | | | $0.00 |
| 1 | 2 | 10 | | | $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 | 3 | 6 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 3 | | Bilingual Allotment | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 1 | 2 | | | $0.00 |

| Local Funding | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 1 | 3 | | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 2 | 2 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 1 | 2 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 5 | | | $0.00 |
| 4 | 2 | 6 | | | $0.00 |
| 4 | 2 | 7 | | | $0.00 |
| 4 | 2 | 8 | | | $0.00 |
| 5 | 1 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 263-Title IIIA | | | | | |
|---|---|---|---|---|---|
| **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 | 6 | | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 2 | 2 | | | $0.00 |
| 3 | 3 | 1 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| Special Programs | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 2 | 4 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| IDEA B | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 2 | 6 | | | $0.00 |
| 1 | 2 | 7 | | | $0.00 |
| 1 | 2 | 8 | | | $0.00 |
| 1 | 2 | 9 | | | $0.00 |
| 1 | 2 | 10 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 4 | | | $0.00 |
| 4 | 2 | 5 | | | $0.00 |
| 4 | 2 | 6 | | | $0.00 |
| 4 | 2 | 7 | | | $0.00 |
| 4 | 2 | 8 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| No Funding Required | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 3 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| Outside Agency | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 3 | 1 | | | $0.00 |
| 4 | 3 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 287-Title IV | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 5 | 1 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| Perkins | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 3 | | | $0.00 |
| 4 | 1 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 282-ESSER III | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 6 | | | $0.00 |
| 1 | 4 | 4 | | | $0.00 |
| 1 | 4 | 5 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| School Safety Formula Grant | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 1 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| Silent Panic Alarm Technology Grant | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 1 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Dickinson Independent School District

# Bay Colony Elementary School

# 2023-2024 Campus Improvement Plan



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# Mission Statement

**The Bay Colony Mission Statement**

I am Gator Stong.  I will come to school everyday prepared and ready to learn. I will treat myself and others with kindness and respect. I will challenge myself as a learner because Gators Grow ... CHOMP!!

# 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.

# 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.

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**Demographics Strengths**

- Bay Colony has a continuously increasing enrollment with many within district transfer requests to attend Bay Colony.
- 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) as they continue traditional instruction.

**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.

# Student Achievement

**Student Achievement Summary**

STAAR Performance Spring 2022

| 3rd Grade Math | 87% Approaches | 51% Meets | 27% Masters |
|---|---|---|---|
| Reading | 89% Approaches | 65% Meets | 40 % Masters |
| 4th Grade Math | 82% Approaches | 43% Meets | 23% Masters |
| Reading | 79% Approaches | 47 % Meets | 24% Masters |
| | | | |

Bay Colony now also uses MAP and MCLASS data along with Interim Assessment for planning student instruction to best meet individual student needs. 179

**Student Achievement Strengths**

Traditionally, Bay Colony students excel in mathematics and the teachers take pride in an integrated approach to science and math instruction.

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.

Many students showed growth through english language acquisition measures on TELPAS testing. We strive to show growth for every learner.

**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.
- We have one teacher that is not highly qualified. It has been a struggle to find enough bilingual certified teachers to meet the needs of our students.
- 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 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.
- We have included a 45 minute period in each day for working with students on necessary skills and completing the HB 4545 minutes. This is our BAE Time.

**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 during the pandemic. We are now inviting families back in to school for events. We had families in for the Pre-K, K Playdate, Meet the Teacher, and Open House. We take limited appointments for lunch daily.

We will have parents in for program nights beginning in November with a 3rd grade program and then in December with a 4th grade program.

We transitioned from a PTA to PTO. Our parent enrollment and participation has grown and we welcome more to join.

The campus publishes a newletter each month to keep parents up to date with campus events.

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**

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- 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.

# 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 almost 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 - portable document cameras are on the way to give teachers more flexibility in instruction.
- 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 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 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 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

**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.

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**Root Cause 4**:

**Problem Statement 4 Areas**: School Context and Organization

**Problem Statement 5**: We are unable to have parents and visitors on the campus in great numbers now due to Covid 19. We 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 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 7**: It has been a struggle to hire fully certified bilingual staff for all positions.

**Root Cause 7**:

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

**Problem Statement 8**: The campus 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

# 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

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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
- 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

# 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.<br>**Strategy's Expected Result/Impact:** Documentation of academic coach data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - Special Programs, - Local Funding | | | | 192 |

| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Team Leaders/Dept. Chair Principal Asst. Principal Counselor<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal Assistant Principal Academic Coaches Team Leaders/Dept. Chair Classroom Teachers<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders<br>**Staff Responsible for Monitoring:** Dir. of Prof Development Academic Coaches Classroom Teachers Assistant Principal Principal<br><br>**Additional Targeted Support Strategy** | | | | |



| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal<br><br>**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<br>**Strategy's Expected Result/Impact:** Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders<br>**Staff Responsible for Monitoring:** Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Increase in student participation and state test scores<br>**Staff Responsible for Monitoring:** Principal | | | | |



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.<br>**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.<br>**Staff Responsible for Monitoring:** Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Benchmark data conferences. AWARE data. STAAR results<br>**Staff Responsible for Monitoring:** Academic Coaches Classroom Teachers Assistant Principal Principal<br><br>**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.<br>**Strategy's Expected Result/Impact:** CBAs, STAR, STAAR, Classroom environment<br>**Staff Responsible for Monitoring:** Math Curriculum Specialist, Academic Coaches, Principal, Assistant Principal<br><br>**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 .<br>**Strategy's Expected Result/Impact:** Lesson Plan review, Agendas, notes, minutes.<br>**Staff Responsible for Monitoring:** Teachers, Academic Coaches, Administrators, Curriculum Specialist.<br><br>**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..<br>**Strategy's Expected Result/Impact:** PLC Notes and Lesson Plans<br>**Staff Responsible for Monitoring:** Academic Coaches, Administrators, Team Leaders<br><br>**Additional Targeted Support Strategy** | | | | 196 |



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.<br>**Strategy's Expected Result/Impact:** Lesson plans, walk-through data<br>**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.<br>**Strategy's Expected Result/Impact:** Student writing samples. STAR reading tests and district CBA and benchmark data. TELPAS and STAAR data<br>**Staff Responsible for Monitoring:** Teachers, Academic Coaches, Administrators | | | | 197 |

| 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.<br>**Strategy's Expected Result/Impact:** Teacher observations and assessments, district assessment data, TELPAS data. STAAR data<br>**Staff Responsible for Monitoring:** Academic Coaches, Team Leaders, Administrators | | | | |

 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 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.<br>**Strategy's Expected Result/Impact:** Documented lessons and exposure to content and material related to post secondary education.<br>**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<br>**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<br>**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.<br>**Strategy's Expected Result/Impact:** CBA data, mandated test scores<br>**Staff Responsible for Monitoring:** Teachers, Academic Coaches | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

199

**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.<br>**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.<br>**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.<br>**Strategy's Expected Result/Impact:** character lesson plans, daily announcement notes, decrease in student behavior concerns.<br>**Staff Responsible for Monitoring:** counselor, administrators | | | | 200 |

 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.<br>**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.<br>**Staff Responsible for Monitoring:** Behavior Coach, Counselor, Administrators<br><br>**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.<br>**Strategy's Expected Result/Impact:** Decrease in behavior incidents, increase in relational capacity of all stakeholders.<br>**Staff Responsible for Monitoring:** Administrators, Counselors, Teachers | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

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

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Increase in student academic performance.<br>**Staff Responsible for Monitoring:** Dyslexia professional, SIT Chairperson, Assistant principal<br><br>**Funding Sources:** - Special Programs | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Train additional staff in dyslexia intervention.<br>**Strategy's Expected Result/Impact:** District level training sign in sheets, documented services provided to students with dyslexia.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**Funding Sources:** - Special Programs | | | | |

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:** 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.<br>**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.<br>**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.<br>**Strategy's Expected Result/Impact:** Student risk assessment documentation review. Counselor follow up documentation after the initial risk assessment is completed.<br>**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.<br>**Staff Responsible for Monitoring:** Teachers, Academic Coaches, Administrators<br><br>**Funding Sources:** - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

205

**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.<br>**Strategy's Expected Result/Impact:** Visual graphic displays<br>**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.<br>**Strategy's Expected Result/Impact:** Successful career day during May during Spring Training Camp Week.<br>**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.<br>Teachers will confer with parents on a regular basis regarding student progress and academic needs.<br>**Strategy's Expected Result/Impact:** Sign in sheets and conference notes<br>**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.<br>**Strategy's Expected Result/Impact:** Signature pages from planners, parent communication documentation from teacher logs and notes.<br>**Staff Responsible for Monitoring:** team leaders, academic coaches, administrators<br><br>**Funding Sources:** - Local Funding | | | | 207 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase in Parent Engagement<br>**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.<br>**Strategy's Expected Result/Impact:** Parents bringing students to visit the Pre-K classrooms before they begin the Pre-K year.<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Teachers, Academic Coaches, Administrator<br>**Funding Sources:** - Local Funding | | | | 208 |

| 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.<br>**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.<br>Increased parent awareness and involvement in their child's academic instruction evidenced though parent surveys.<br>**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.<br>**Strategy's Expected Result/Impact:** New teacher observations<br>**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.<br>**Strategy's Expected Result/Impact:** Documented meetings, trainings, and classroom observations provided by Director of Pro. Dev. Small turnover rate of staff.<br>**Staff Responsible for Monitoring:** Dir. of Prof Development Principal | | | | |

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| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Director of Human Resources, Principal<br>**Funding Sources:** - Local Funding, - 255-Title IIA | | | | |



No Progress


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.<br>**Strategy's Expected Result/Impact:** Successful completion of tasks necessary for campus to operate smoothly.<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Secretary and Principal | | | | 210 |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Hardware and software installation and availability for teacher use.<br>**Staff Responsible for Monitoring:** Principal, Director of Technology<br><br>**Funding Sources:** - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Completion of the installation and successful use of the equipment for student productions.<br>**Staff Responsible for Monitoring:** Principal, district technology staff<br><br>**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 |

# Addendums

# 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**<br>*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**<br>*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 | 220 | |
| | 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**<br>*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 | | |
| | 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**<br>*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 | 222 | |
| | 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**<br>*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 | 223 | |
| | 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**<br>*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 | 224 |
| | 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**<br>*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 | 225 | |
| | 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.<br>a. Writing To Learn (Katherine McMahon)<br>b. Inquiry (Fran Heilker)<br>c. Collaboration (Irene Abercrombie)<br>d. Organization (Leslie Suttle)<br>e. Reading to Learn (Ginny Canales & Heather Petway)<br>f. AVID Weekly (Ginny Canales & Heather Petway)<br>g. Learning Walks (Amy Smith, Regina Collier & Julie O'Gea)<br>h. College & Career Awareness (Becky Snyder & Brook DeMartino)<br>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**<br>*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 | | 226 |
| | 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**<br>*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 | 227 | |
| | 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**<br>*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

# 2023-2024 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:

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- 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.

**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.

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# 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

# 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 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

**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

# 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<br>Lead4ward resources and high yield strategis<br>SEidletz<br>**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<br>**Staff Responsible for Monitoring:** Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math | | | | 254 |

| 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.<br>**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.<br>Students at the masters level will be at least at 30% in all areas.<br>**Staff Responsible for Monitoring:**<br>Administrators<br><br>**Additional Targeted Support Strategy**<br>**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<br>-provide high quality PD for all teachers and coach them to build capacity<br>-provide intervention in and out of the classroom<br>-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.<br><br>Instructional Coach will also work with teaching staff to provide instruction through strategic professional development in literacy and provide support with district approved resources<br>**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.<br>**Staff Responsible for Monitoring:** Teachers<br>Academic Coaches<br>Administrators<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Improved student achievement in all areas<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**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.<br><br>**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.<br>At least 30% of Calder Students will master grade level in all areas of the STAAR test.<br>**Staff Responsible for Monitoring:** Campus Administrators<br>Academic Coaches<br><br>**TEA Priorities:**<br>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.<br>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.<br>**Strategy's Expected Result/Impact:** Promote bi-literacy and multiculturalism in all students.<br>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.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** Supplies, training - 263-Title IIIA, Bilingual Allotment Funding - State Funds | | | | |

| 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:<br>Strand 1: Vocabulary (B)<br>Strand 2: Comprehension (G)<br>Strand 3: Response Skills (C)<br>Strand 4: Multi-Genres (Diii)<br>Strand 5: Literary Elements (C)<br>Strand 6: Author's purpose and Craft (B)<br>Strand 7: Writing Process (Di)<br>**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.<br>Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points.<br>**Staff Responsible for Monitoring:** Principal and Educational Services Department<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA | | | | 256 |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** CRES will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 1:** Incident report forms will stay the same or decrease by 2-3% each year. 100 % of students will participate in Red Ribbon Week activities.

**Evaluation Data Sources:** Reduction of office referrals and an increase in positive teacher, parent, and community staff surveys. Increase in parental engagement.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Reduction in discipline referrals, PIEMS data, observation of student engagement<br>**Staff Responsible for Monitoring:** Counselor<br>LSSP<br><br>**Funding Sources:** - Local Funding | | | | 257 |

| 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<br>**Strategy's Expected Result/Impact:** Parent surveys, reduction in discipline referrals, PIEMS data, observation of student engagement<br>**Staff Responsible for Monitoring:** School Counselor and Administrator<br><br>**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.<br>**Strategy's Expected Result/Impact:** Reduction in discipline referrals, PIEMS data, observation of student engagement<br>**Staff Responsible for Monitoring:** School Counselor and Administrator<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increase in student attendance and student achievement for students identified as homeless.<br>**Staff Responsible for Monitoring:** School Counselor and District social worker<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increase in student achievement on the fitness gram and increase in overall student achievement.<br>**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<br>**Strategy's Expected Result/Impact:** Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement.<br>**Staff Responsible for Monitoring:** Administrators | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** CRES will provide parents/families with information about school activities

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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<br>**Strategy's Expected Result/Impact:** Increase in teacher retention for proteges<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Increase in retention of new teachers.<br>**Staff Responsible for Monitoring:** Teacher Mentors and Campus Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of attendance. Travel forms completed and submitted.<br>Implementation on campus during meetings<br>Number of Highly Qualified Teachers<br>**Staff Responsible for Monitoring:** Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Increase in staff moral and student achievement.<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**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.<br>**Strategy's Expected Result/Impact:** Growth and development of campus leaders<br>**Staff Responsible for Monitoring:** Principal, District Leaders<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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<br>**Strategy's Expected Result/Impact:** Sign in sheet from training, compliance with district policies regarding budget management<br>**Staff Responsible for Monitoring:** School Principal, School Secretary and Business Office<br><br>**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<br>**Strategy's Expected Result/Impact:** Audits and evidence of receipts issued<br>**Staff Responsible for Monitoring:** School Principal, School Secretary and Business Office<br><br>**Funding Sources:** - No Funding Required | | | | 263 |

| 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<br>**Strategy's Expected Result/Impact:** Documentation of purchase orders, request for pay and Master Schedule assignments. Correct use of funds as documented by audits<br>**Staff Responsible for Monitoring:** School Principal | | | | |



No Progress


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

# 2023-2024 Campus Improvement Plan




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# Mission Statement

The mission of HRES is to ensure high levels of learning for **ALL** in a safe learning community.

# 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 600 students in grades Early Childhood to 3rd.

Our student population comprises 42 % Hispanic, 29% White, 23% African American, 1% Asian, and 4% Two or more. 69% 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 94%.

Hughes Road Elementary services 65 English Language Learner students, 56 students in the Gifted and Talented program, 25 students identified for 504 services, and 135 students are currently served through special education services.

**Demographics Strengths** 272

* HRES serves a diverse population and staff is diversified

* Diversity of the student body and community enrich students experiences at HRES

* Majority of teachers are ESL and GT Certified

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student attendance rates are low - a yearly average of 94%. **Root Cause:** Many families are struggling, and school is not a priority.

# 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 with 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 regard to academics as well as building relationships with our students and their families. Although we are building relationships between families and staff, student attendance is below the district goal of 98%. Motivational incentives will be utilized every nine weeks. Through our campus initiative, we continued to reduce the percentage of students lacking social skills, displaying appropriate behavior in the learning environment, and responding appropriately to adult requests. We will continue to use Restorative Practices to build relationships with our students and their families and incorporate PBIS.

We offer extra academic support, small group work after direct instruction, tutorials, instructional support and paras for small groups, and one-on-one Behavioral support to our students. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. Sharing 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 - 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/PBIS)
- 2022-23 Communities In Schools assists in supporting students and their families

# 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 training 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 provided by the district and at the campus level.

At this time, We have five new staff members due to either transfers, resignations, or added positions.

Staff members have attended professional development in research-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-throughs and ongoing campus staff development.

Campus administration and twenty teachers will participate in the PLC Live Institute offered by Solution Tree. A team will attend Solution Trees High Impact Teams - in the summer of 2023.

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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 sound Tier 1 instruction.
- 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.

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# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

The campus will meet state and federal accountability standards for 2023-2024, 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 student's 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 can collaborate with each other and the Academic Coaches each week to determine and discuss research-based best practices for the 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 ongoing to guide instruction.

During the school day, students receive targeted interventions that are data-driven by student academic needs. All grade levels are expected to work 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 2023-2024 we will continue to focus on academic growth and advancement.

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.

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**Curriculum, Instruction, and Assessment Strengths**

- Comprehensive district scope and sequence/Place mats and planned units which are aligned with the TEKS
- M-Class testing three times a year
- Collaborative Tam Time
- On-going training provided to teachers regarding Literacy, curriculum knowledge and small group instruction in math
- Continue with targeted intervention
- Instructional Coaches provide coaching to teachers in order to improve quality of tiered instruction
- Dyslexia services are provided to identified students
- ST Math used as an intervention/reinforcement in math for grades 1st - 3rd
- Data is analyzed in a timely manner 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 the 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 various tools to communicate to ensure families stay informed about the campus and 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 and the ESC for Spanish-speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translation 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, which is set up in the parent's 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-3 campus. We offer Prerequisite and ECSE. PK-1st is self-contained. Grades 2-3 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) to engage in professional development, work on lesson design, examine research-based instructional strategies, analyze student output, and collaborate on instructional delivery. Extended collaboration times are held to engage in desegregating data and determining the needs of students in order to further drive instruction. We meet as faculty to further our professional development and discuss pertinent information. The Administrative Team, which is made up of the Principal, Assistant Principal, and the Academic Coaches, meet weekly to collaborate and discuss students, academics, initiatives and implementation items, and the overall functioning of the facility.

**School Context and Organization Strengths** 280

- Campus schedule is structured to maximize instructional time
- CTTs are designed to increase dialog, depth of knowledge regarding TEKS, and analysis of data, before lesson design and then allow 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/Character Strong
- 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, a document camera, and a projector. Hughes Road has a Chromebook cart for each teacher in their classroom. The campus benefits from a technology specialist on our campus twice a month to train, model, and answer questions regarding the implementation of technology integration.

HRES will utilize MCLASS to access what students in grades K-3 are ready to learn. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures 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**

- Students utilize the computer lab, and chrome carts are used to immerse students in the internet and technology
- On-Line Resources for students & staff
- Additional chrome books were added for student use in 2022-2023
- Campus-wide instructional technology: Prodigy, HMH. In 2022-2023 for assessment purposes, students used MCLASS, MAP and MAP Fluency. Students attended technology classes weekly.

# Priority Problem Statements

**Problem Statement 1**: Student attendance rates are low - a yearly average of 94%.
**Root Cause 1**: Many families are struggling, and school is not a priority.
**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Classroom instruction and intervention are not meeting the needs of all students in achieving a full years growth in reading and math
**Root Cause 2**: Instruction and intervention focus on students meeting standards not on depth of understanding.
**Problem Statement 2 Areas**: Student Achievement

**Problem Statement 3**: Large number of students in Tier I are not successful which results in an increased amount of students who are placed in tier 2/3
**Root Cause 3**: Tier 1 instruction is not successful and must be a focus of leadership/grade level teams.
**Problem Statement 3 Areas**: Student Achievement

**Problem Statement 4**: Ongoing training is needed to provide effective delivery of instruction.
**Root Cause 4**: Lack of time during the school year and coverage for training during the day.
**Problem Statement 4 Areas**: Staff Quality, Recruitment, and Retention

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**Problem Statement 5**: All students need to be reading at or above grade level at the end of second grade.
**Root Cause 5**: Intervention in kindergarten and first grade needs to be targeted and consistent.
**Problem Statement 5 Areas**: Curriculum, Instruction, and Assessment

# Goals

**Revised/Approved: May 10, 2023**

**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, Language Arts, Math, and Writing and improve their performance on the Reading and Math STAAR standards.

**Evaluation Data Sources:** Improved STAAR results, TELPAS, CBA's, CA'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.<br>**Strategy's Expected Result/Impact:** MCLASS ,CBAs, MAP, TELPAS, STAAR results<br>**Staff Responsible for Monitoring:** Administrators<br>Curriculum Specialist<br>Academic Coach<br>Teachers<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** Curriculum Specialist for training - Local Funding, Professional development - 211-Title IA - $3,000, Provide PD materials - 255-Title IIA - $1,000 | | | | 283 |

| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Academic Coach, Instructional Interventionists, Administrators<br><br>**TEA Priorities:**<br>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:<br>Writing, Comprehension, Phonics, Guiding Reading and Writing<br>**Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA's, benchmarks and STAAR.<br>**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.<br>**Strategy's Expected Result/Impact:** MCLASS, CBA, common assessments, MAP, STAAR<br>**Staff Responsible for Monitoring:** Academic Coach, teachers<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** MCLASS, CBA, common assessments, MAP, STAAR<br>**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<br>**Strategy's Expected Result/Impact:** Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Teachers, Administrators, and Academic Coaches<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Increase in STAAR scores<br>**Staff Responsible for Monitoring:** Administrators | | | | |

 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 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, CA's, CFA's, MCLASS, 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 | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Academic Coach, Principal, Assistant Principal | | | | |

| 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 | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Academic Coach | | | | |

| Strategy 3 Details | Reviews | | | 286 |
|---|---|---|---|---|
| **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 | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Administrator's & Academic Coach | | | | |

| 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 |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** MCLASS, CBA, common assessments, MAP, STAAR<br>**Staff Responsible for Monitoring:** Principals & Academic Coaches | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** GT Enrichment will be provided to identified students and students who benefit from enrichment differentiation during the school day.<br>**Strategy's Expected Result/Impact:** MCLASS, MAP, CBA, CA's, STAAR<br>**Staff Responsible for Monitoring:** Principals & Academic Coaches | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Teachers will effectively implement purposeful whole and small group instruction as well as utilize learning centers as independent review and extension of the lesson while embedding process TEKS.<br>**Strategy's Expected Result/Impact:** Lesson plans, classroom observations, CTT's<br>**Staff Responsible for Monitoring:** Academic Coach & Principals | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** 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.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores<br>**Staff Responsible for Monitoring:** Administrators | | | | |

 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 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Review TELPAS proficiency levels from previous year. Monitor EL progress throughout the year.<br>**Strategy's Expected Result/Impact:** Evidence of student growth on CA's, CFA's, CBA's, TELPAS and STAAR.<br>**Staff Responsible for Monitoring:** Assistant Principal, LPAC, ESL teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Evidence of student growth on CA's, CFA's, CBA's, TELPAS, Woodcock Munoz and STAAR.<br>**Staff Responsible for Monitoring:** Academic Coaches, Principal & Asst. Principal | | | | 288 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Evidence of ELPS implementation will be in lesson plans, in class room, and observed during instruction daily.<br>**Strategy's Expected Result/Impact:** Evidence of student growth on CA's, CFA's, CBA's, TELPAS, Woodcock Munoz and STAAR.<br>**Staff Responsible for Monitoring:** Academic Coaches, Principal, Assistant Principal | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Provide ongoing professional development for teachers of EL students, including but not limited to contracted service providers to receive training in and out of state in best practices for AT-Risk students, GT, EL, Special Ed, or any other sub-population to increase student performance. Some training may be virtual.<br>**Strategy's Expected Result/Impact:** Documented sign in sheets of trainings, classroom environments, evidence of student growth on CA's, CFA's, CBA's, TELPAS, Woodcock Munoz and STAAR.<br>**Staff Responsible for Monitoring:** Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst./ Sdministrators | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Teachers will post language objectives on the board and incorporate them in their lessons<br>**Strategy's Expected Result/Impact:** Evidence of student growth on CA's, CFA's, CBA's, TELPAS, Woodcock Munoz and STAAR.<br>**Staff Responsible for Monitoring:** Academic Coaches, Principal, Assistant Principal | | | | |

 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 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.<br>**Strategy's Expected Result/Impact:** Improved STAAR scores<br>**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 1-3 through Maker Space. (Supplies, materials and technology will be needed in order to provide this opportunity to all students.)<br>**Strategy's Expected Result/Impact:** Improved STAAR scores<br>**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.<br>**Strategy's Expected Result/Impact:** Promote healthy living through daily exercise<br>**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.)<br>**Strategy's Expected Result/Impact:** To encourage student interest in and promote awareness of the fine arts.<br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of Interventionist data. Classroom teachers continuing modeled practices.<br><br>STAAR scores of at-risk students .<br>**Staff Responsible for Monitoring:** Interventionist<br>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.<br>**Strategy's Expected Result/Impact:** Increased assessment scores<br>Targeted/Effective instruction in the classroom<br>**Staff Responsible for Monitoring:** Principal<br>Academic Coaches, Interventionist<br>Classroom Teachers<br>Assistant Principal | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Teachers will utilize data to guide instruction. Weekly CTT meetings will allow Academic coaches/ Administrators to assist teachers in analyzing data through various resources (Lead4ward) to target their instruction.<br>**Strategy's Expected Result/Impact:** Increased scores<br>**Staff Responsible for Monitoring:** Teachers<br>Academic Coaches<br>Administrators | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Teachers will actively participate in CTT meetings focused on instruction, professional development, and student improvement.<br>**Strategy's Expected Result/Impact:** Plans and Classroom instruction that is aligned with TEKS<br>Increased student performance<br>**Staff Responsible for Monitoring:** Academic Coaches<br>Administrators<br>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.<br>**Strategy's Expected Result/Impact:** Effective instructional strategies implemented in the classroom<br>Increase in student performance<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:**<br>Teachers will design lesson plans and implement instruction that reflects the most up to date district curriculum/Placemats at the correct level of rigor.<br>**Strategy's Expected Result/Impact:** Increase in student performance<br>Students who are able to articulate the learning objective and successful<br>**Staff Responsible for Monitoring:** Teachers<br>Academic Coaches<br>Administrators | | | | |

0% No Progress  100% 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 94% to 97%.

**Evaluation Data Sources:** Increased student attendance as shown through weekly PEIMS/Skyward/Attendance Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide weekly guidance lessons with the campus counselor | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Reduction in discipline referrals, increase in student attendance, increase in positive behavior and self-regulation<br>**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<br>**Staff Responsible for Monitoring:** Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | 293 |
|---|---|---|---|---|
| **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<br>**Staff Responsible for Monitoring:** Counselor, District Social Worker, Homeless liaison | Nov | Jan | Mar | June |
| | | | | |

| 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.<br>**Staff Responsible for Monitoring:** Teacher, 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

294

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Increase parent communication and awareness of events through social media and newsletters.<br>**Strategy's Expected Result/Impact:** Social media correspondence and newsletters<br>**Staff Responsible for Monitoring:** Administrators & Classroom Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys.<br>**Staff Responsible for Monitoring:** Principal, Asst. Principal, Office Staff, Teachers | | | | 295 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Provide opportunities for potential Pre-Kindergarten students and their families to pre-register, visit the campus, and meet with staff to assist with the transition into school for the coming year.<br>**Strategy's Expected Result/Impact:** Documentation of fliers, invitations, meetings, open house provided. Number of Kindergarten students registered prior to August 2023.<br>**Staff Responsible for Monitoring:** Principal, Counselor, Teachers, Attendance Clerk/Registrar | | | | |

| 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<br>**Staff Responsible for Monitoring:** Academic Coaches, Administrators, Classroom Teachers , Principal, Asst. Principal<br><br>**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<br>**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<br>**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<br>**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<br>**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.<br>**Strategy's Expected Result/Impact:** Decrease in turnover rate and improved Tier 1 instruction<br>**Staff Responsible for Monitoring:** Dir. of Prof Development, Mentor Teachers, Administrators<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** TTESS, walk-throughs and scheduled appraisals - increase in retention of new teachers<br>**Staff Responsible for Monitoring:** Administrators, teacher mentors. Academic Coaches<br><br>**TEA Priorities:**<br>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<br>**Strategy's Expected Result/Impact:** Documented meetings, training, and classroom observations to increase the number of highly qualified staff members.<br>**Staff Responsible for Monitoring:** Administrators, Coaches<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Eduphoria records, administrator tracking sheets of walkthrough visits - highly qualified<br>**Staff Responsible for Monitoring:** Administrators, Academic Coaches, and Curriculum Specialists<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Documentation of trainings and achievement of certification in a timely manner.<br>**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.<br>**Strategy's Expected Result/Impact:** Increased number of teachers with ESL certification<br>**Staff Responsible for Monitoring:** Principal , Teacher, Human Resources | | | | 298 |

 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.<br>**Strategy's Expected Result/Impact:** Sign in sheet from training, compliance with district policies regarding budget management.<br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student performance.<br>**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.<br>**Strategy's Expected Result/Impact:** Clear audits<br>**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.<br>**Strategy's Expected Result/Impact:** Documentation completed by district energy management team.<br>**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.<br>**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

300

# 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 |

301

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Andie Masiel | Instructional Interventionist | DIP Problem 1; Goal 1; Strategy 14 | 1.0 |

302

# 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 |

303

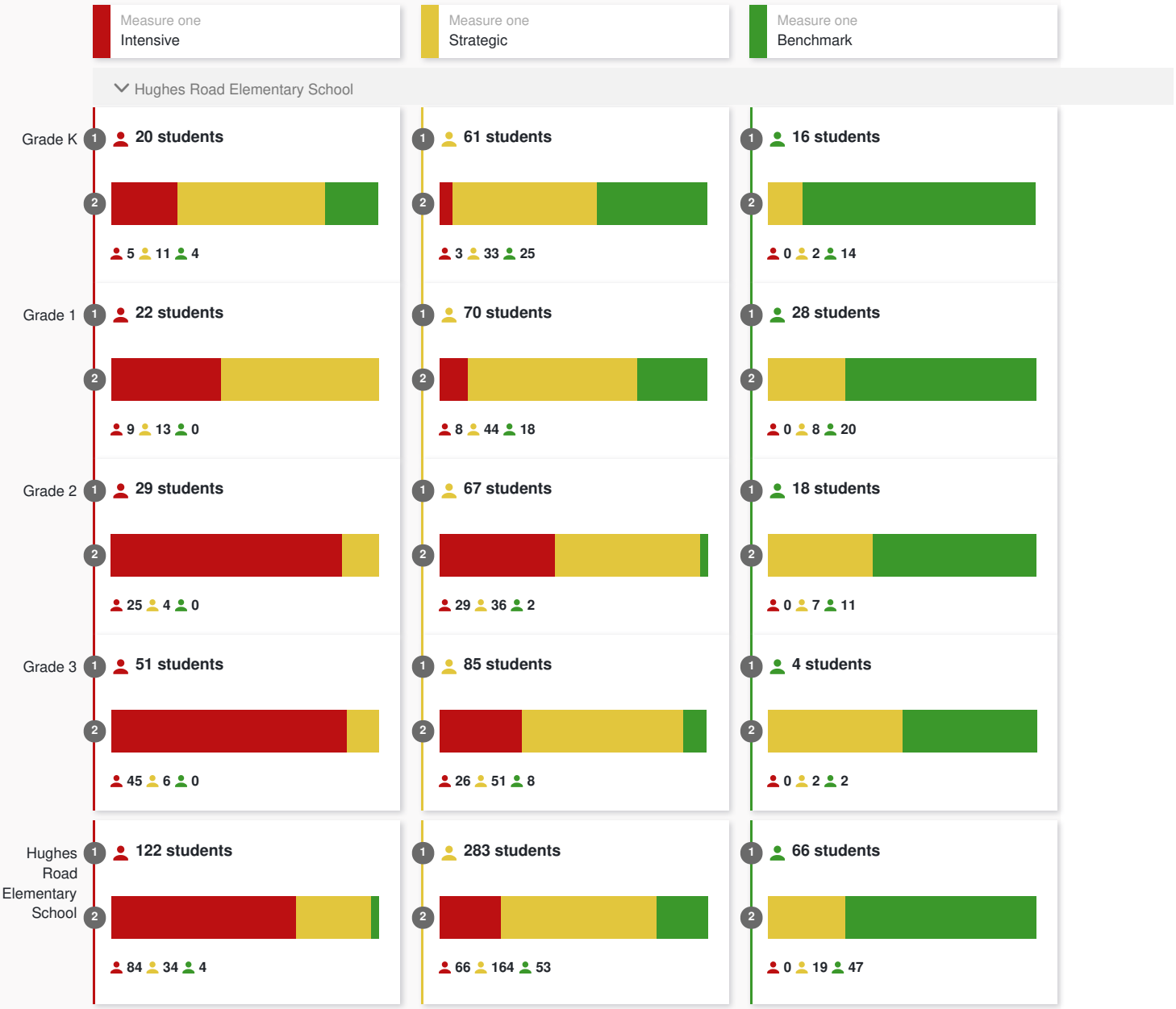
# Addendums

304

## Correlation

| View | Population | 1 Measure 1 | 2 Measure 2 |
|---|---|---|---|
| Segment Results by: Grade<br>Grade Divider:<br>Display Data As: Head Count | Show Students Enrolled: On Test Day<br>Grade: All Grades<br>District: Dickinson IND School District<br>School: Hughes Road Elementary School | Assessment: Math<br>Measure: Overall<br>School Year: 2021-2022<br>Period: 21-22 BOY | Assessment: Math<br>Measure: Overall<br>School Year: 2021-2022<br>Period: 21-22 EOY |

**471** students with results in measures 1 & 2





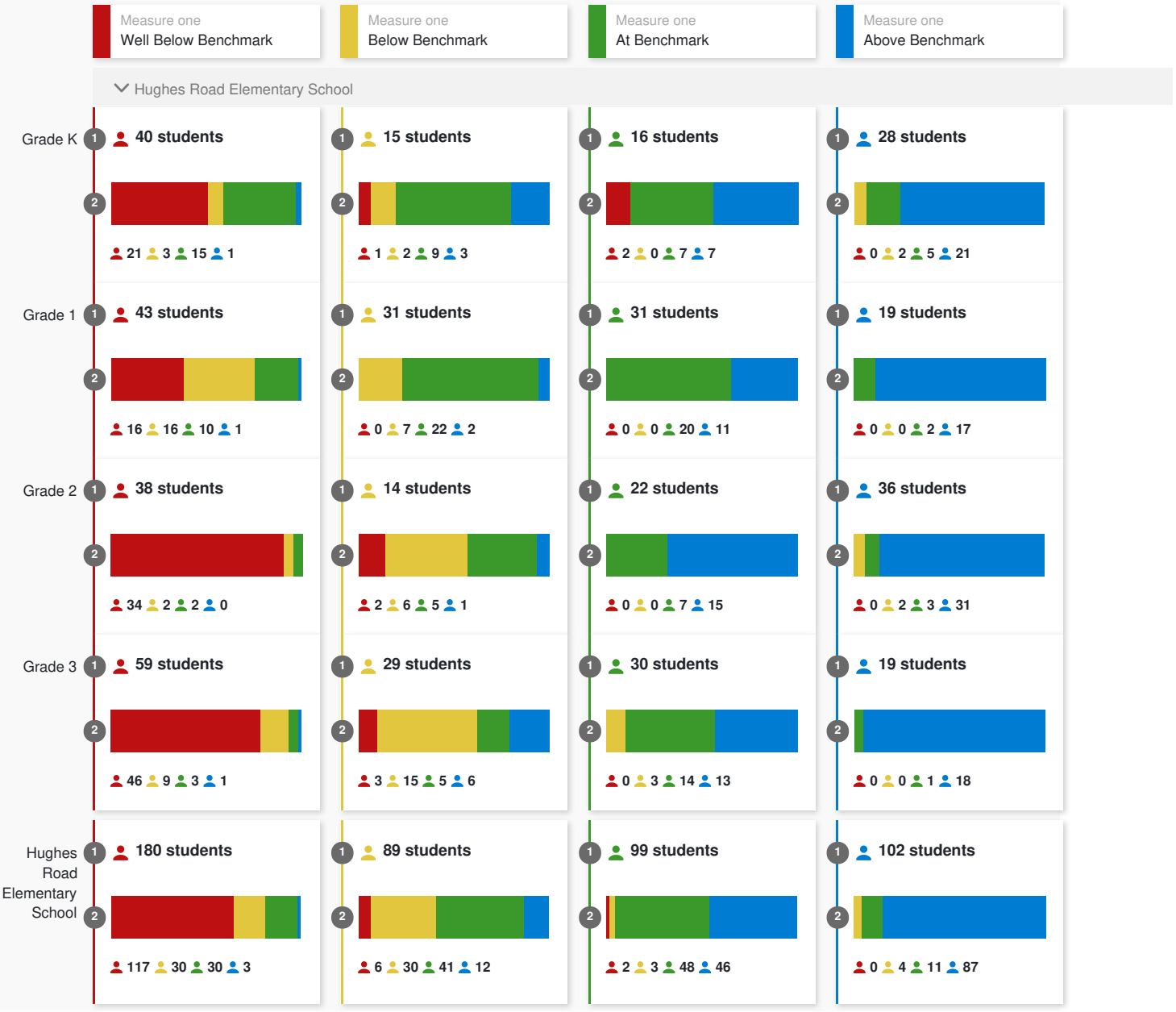


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## Correlation

| View | Population | 1 Measure 1 | 2 Measure 2 |
|---|---|---|---|
| Segment Results by: Grade<br>Grade Divider:<br>Display Data As: Head Count | Show Students Enrolled: On Test Day<br>Grade: All Grades<br>District: Dickinson IND School District<br>School: Hughes Road Elementary School | Assessment: DIBELS 8th Edition<br>Measure: Composite Score<br>School Year: 2021-2022<br>Period: 21-22 BOY | Assessment: DIBELS 8th Edition<br>Measure: Composite Score<br>School Year: 2021-2022<br>Period: 21-22 EOY |

**470** students with results in measures 1 & 2







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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

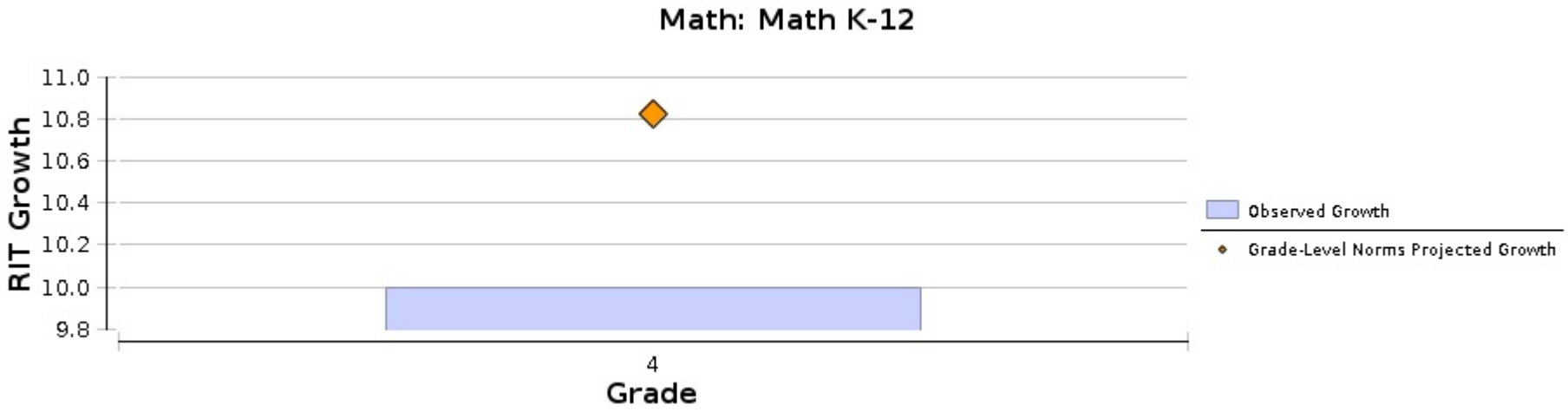
**Term:** Spring 2021-2022
**District:** Dickinson ISD

**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** |




**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

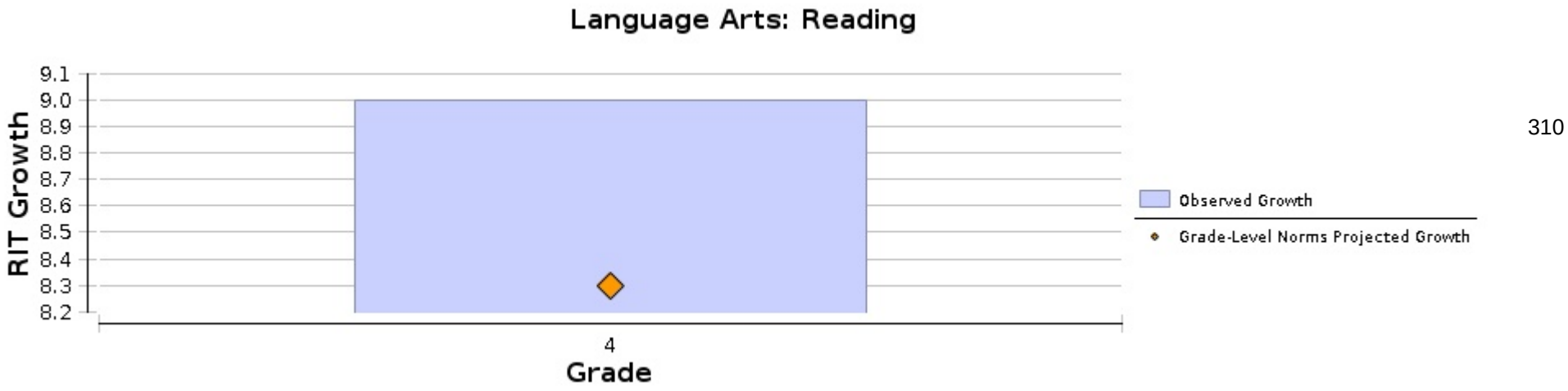
**Term:** Spring 2021-2022
**District:** Dickinson ISD

**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** |




**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

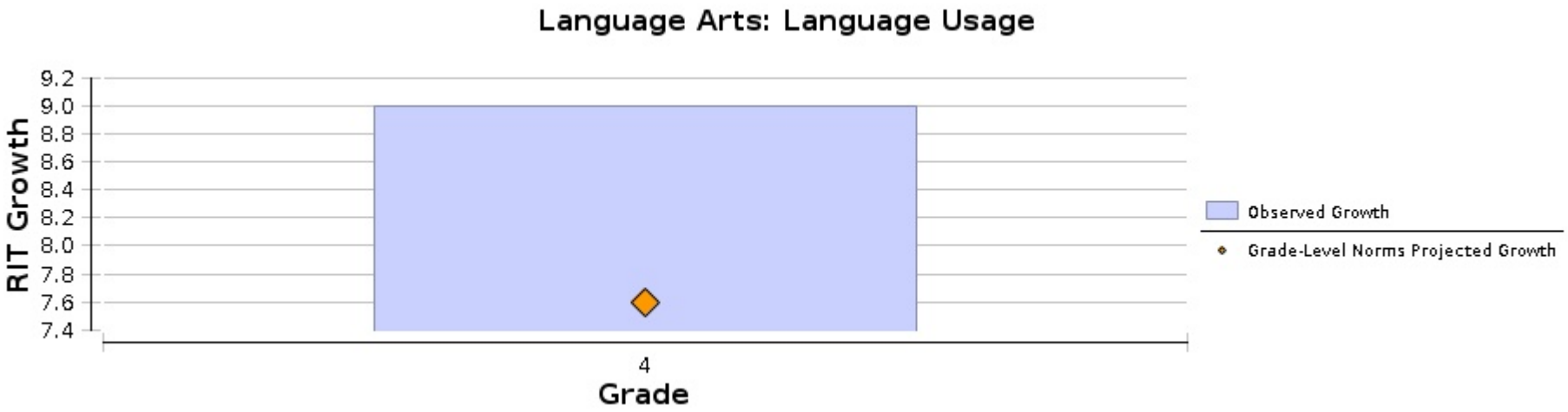
**Term:** Spring 2021-2022
**District:** Dickinson ISD

**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:
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

# Kenneth E. Little Elementary

# 2023-2024 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. 313

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

## Needs Assessment Overview

**Needs Assessment Overview Summary**

**K.E. Little Elementary**

**Needs Assessment for 2023-2024**

**Based on 2022-2023 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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# Priority Problem Statements

**Problem Statement 1**: Students' overall Independent Reading Levels have improved in the last year; however, students continue to read below grade level. Explicit and effective instruction using Guided Reading lessons has not been implemented with fidelity.

**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 - Curriculum, Instruction, and Assessment - Student Learning

**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 - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**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 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 2023-2024 school year.

**High Priority**

**HB3 Goal**

**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).<br>**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.<br>**Staff Responsible for Monitoring:** Teachers<br>Coaches<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | 319 |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** The Instructional Interventionists and Coaches will<br>-Provide high quality support in CTT (answering the 4 Questions) and in the classroom<br>-Provide high quality PD for all teachers and teach them to capacity | 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.<br>**Staff Responsible for Monitoring:** Instructional Interventionists and Coaches<br>Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** All students will receive small group intervention for Reading and Math. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Teachers<br>Academic Coaches<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | 320 |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** 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. | Formative | | | Summative |
| **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.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | Nov | Jan | Mar | June |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Trained Instructional Interventionists and paraprofessionals will continue to monitor IEP progress and provide inclusion support for Special Education students in Reading, Writing and Math.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Interventionists<br>Paraprofessionals<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** 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.<br>**Strategy's Expected Result/Impact:** Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners.<br>**Staff Responsible for Monitoring:** Administrators<br>Bilingual Academic Coach<br>Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | 321 |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** 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.<br>**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.<br>**Staff Responsible for Monitoring:** Administrators<br>Academic Coaches<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** Disaggregate data by grade level, discipline and assessment objectives by stake holders in order to drive instruction for individual students, classes and grade levels.<br>**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.<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | 322 |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** All Math teachers will be trained and be using Building Fact Fluency within their Math block for all of their students.<br>**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.<br>**Staff Responsible for Monitoring:** Teachers<br>Math Academic Coach<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** Monitor and review processes for promotion/retention for K-4 students based on standards set for RLA, Math, Science and Social Studies.<br>**Strategy's Expected Result/Impact:** Decrease social promotion<br>**Staff Responsible for Monitoring:** Teachers, Administration<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | 323 |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 11:** Ensure master schedule provides adequate focused instructional time.<br>**Strategy's Expected Result/Impact:** Increased instructional time; student progress<br>**Staff Responsible for Monitoring:** Administrators, Academic Coaches, Team Leaders<br><br>**Title I:**<br>2.4, 2.5<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 12:** Provide supplemental paraprofessionals to assist ISPs and teachers in classrooms, SPED classrooms, and bilingual classrooms.<br>**Strategy's Expected Result/Impact:** Increased student progress<br>**Staff Responsible for Monitoring:** Administrators, Academic Coaches, and Teachers<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 13:** Teachers will review and implement the processes for placement referrals and monitoring of GT, Dyslexic, SPED, 504 and RTI students.<br>**Strategy's Expected Result/Impact:** Student progress<br>**Staff Responsible for Monitoring:** Administrators, Academic Coaches, Counselor<br><br>**Title I:**<br>2.4<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | 324 |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 14:** 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.<br>**Strategy's Expected Result/Impact:** Increase student progress<br>**Staff Responsible for Monitoring:** Administrators, Academic Coaches, Teachers<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 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:** 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.<br>**Strategy's Expected Result/Impact:** Increased student attendance<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br>Counselors<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** - Local Funding | | | | 325 |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** 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.<br>**Strategy's Expected Result/Impact:** Increased student attendance<br>**Staff Responsible for Monitoring:** Teachers, Administrators, Truancy Officer, Registar<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Improve staff attendance by 5% using incentives and recognition<br>**Strategy's Expected Result/Impact:** Increased teacher attendance<br>**Staff Responsible for Monitoring:** Administrators, all staff<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**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 1:** Incident report forms will stay the same or decrease by 2-3% each year.

**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<br>**Strategy's Expected Result/Impact:** Parent Surveys, Reduction in discipline referrals, PEIMS data, observation of student engagement.<br>**Staff Responsible for Monitoring:** School councilor and Administrator.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**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.<br>**Strategy's Expected Result/Impact:** Reduction in discipline referrals, PEIMS data, Observations of student engagement.<br>**Staff Responsible for Monitoring:** Counselor<br><br>**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 he responsibilities of having this distinction.<br>**Strategy's Expected Result/Impact:** Reduction in discipline referrals, PIEMS data observation of student engagement<br>**Staff Responsible for Monitoring:** School Counselor and Administrator.<br><br>**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.)<br>**Strategy's Expected Result/Impact:** Increased safety. Equitable learning environment<br><br>**Title I:**<br>2.6 | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Increase in student achievement on the fitness gram and increase in overall student achievement.<br>**Staff Responsible for Monitoring:** P.E. teachers, Administrators, and SHAC representative<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments<br>**Funding Sources:** - Local Funding | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** All staff members will be trained and will implement Restorative Practices<br>**Strategy's Expected Result/Impact:** Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - Local Funding | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Students will participate in Red Ribbon Week activities<br>**Strategy's Expected Result/Impact:** 100% of students will understand the importance of remaining drug free<br>**Staff Responsible for Monitoring:** Teachers, Counselor<br><br>**Title I:**<br>2.6<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

329

**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.<br>**Strategy's Expected Result/Impact:** Lower the number of discipline referrals and increase time in the instructional setting.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - 287-Title IV, - IDEA A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Align all staff with PBIS and levels of student behavior to help all understand what to do in different situations<br>**Strategy's Expected Result/Impact:** Reduced number of office referrals/ maintaining positive relationships between teachers and students<br>**Staff Responsible for Monitoring:** Teachers<br>Counselor<br>Administrators<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | 330 |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** Through our programs, parent communication and 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, Open house, Parent/Teacher conferences, Literacy Night, Math Night, Multicultural Night, Grade level Performances, and Parent mentoring program, "Gator Aide"<br>**Strategy's Expected Result/Impact:** Sign-in sheets of parent attendance at programs. Positive responses from parent surveys conducted during the year.<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br><br>**Title I:**<br>4.1, 4.2<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | 331 |

| 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.<br>**Strategy's Expected Result/Impact:** Documented flyers distributed to businesses, apartments and sent home with current students. Sign-in sheets at meetings. Registration documentation.<br>**Staff Responsible for Monitoring:** Administrators, Counselor<br><br>**Title I:**<br>2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Parents of diverse backgrounds will have easy access to all communication<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 211-Title IA | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Administrator<br>Teachers<br>Counselor<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - Local Funding, - 211-Title IA | | | | 332 |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Parents of diverse backgrounds will have an easy access to all communication and campus events.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Title I:**<br>4.1, 4.2<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 211-Title IA | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Faculty and staff will offer after school activities for all students.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | 333 |

 No Progress  Accomplished  Continue/Modify  Discontinue

**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.<br>**Strategy's Expected Result/Impact:** Increase in teacher retention for proteges<br>**Staff Responsible for Monitoring:** Campus administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br>**Funding Sources:** - 255-Title IIA, - Local Funding | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** 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.<br>**Strategy's Expected Result/Impact:** Increased number of highly qualified staff members.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** - 255-Title IIA, - 211-Title IA, - Local Funding | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Provide appropriate training opportunities on how to access and use district curriculum resources in order to promote effective and targeted lesson planning.<br>**Strategy's Expected Result/Impact:** Teachers' knowledge of instructional resources available to collaborate with the team during planning.<br>**Staff Responsible for Monitoring:** Curriculum Specialists<br>Academic Coaches<br>Teachers<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** 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.<br>**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.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | 335 |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** Comply with 100 % of all financial management policies/practices for state, federal and local funding.

**Evaluation Data Sources:** 100 % Accurate Audits and 100% compliance with the business office.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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<br>**Strategy's Expected Result/Impact:** Sign in sheet from training, compliance with district policies regarding budget management<br>**Staff Responsible for Monitoring:** School Principal, School Secretary and Business Office<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**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<br>**Strategy's Expected Result/Impact:** Audits and evidence of receipts issued<br>**Staff Responsible for Monitoring:** School Principal, School Secretary and Business Office<br><br>**Funding Sources:** - No Funding Required | | | | |



| 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<br>**Strategy's Expected Result/Impact:** Documentation of purchase orders, request for pay and Master Schedule assignments. Correct use of funds as documented by audits<br>**Staff Responsible for Monitoring:** School Principal<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Funding Sources:** - No Funding Required | | | | |

| 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)<br>**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.<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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# 2023-2024 Campus Guiding Coalition

| Committee Role | Name | Position |
|---|---|---|
| Classroom Teacher | Megan Betcher | |
| Counselor | Holly Casey | |
| Classroom Teacher | Melina Ceja | |
| Math Academic Coach | Erin Grasha | |
| RLA Academic Coach | Maricela Guerrero | |
| Classroom Teacher | Rochelle Murray | |
| Classroom Teacher | Mayra Paredes Plascencia | |
| Classroom Teacher | Lauren Stephenson | |
| Classroom Teacher | Stacey Volesky | |

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# 2023-2024 Campus Education Improvement Committee

| Committee Role | Name | Position |
|---|---|---|
| Non-classroom Professional | Derek Benton | |
| Counselor | Holly Casey | |
| Math Academic Coach | Erin Grasha | |
| RLA Academic Coach | Maricela Guerrero | |
| Non-classroom Professional | Emily Kelsey | |
| Administrator | Hayde Lopez | |
| Administrator | Brooke Newell | |
| Non-classroom Professional | Amy Pierson | |
| Bilingual Dyslexia Specialist | Ashley Sanchez | |

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# Campus Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Math Academic Coach | Erin Grasha | |
| RLA Academic Coach | Maricela Guerrero | |
| Administrator | Hayde Lopez | |
| Administrator | Brooke Newell | |
| Bilingual Dyslexia Specialist | Ashley Sanchez | |

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# 2023-2024 PBIS Committee

| Committee Role | Name | Position |
|---|---|---|
| Non-classroom Professional | Derek Benton | |
| Classroom Teacher | Rossana Blest | |
| Classroom Teacher | Marcus Escobedo | |
| Classroom Teacher | Karla Guerra Vazquez | |
| Classroom Teacher | Michelle Kraft | |
| Administrator | Hayde Lopez | |
| Classroom Teacher | Victoria Nixon | |
| Classroom Teacher | Tasha Rehm | |
| Bilingual Dyslexia Specialist | Ashley Sanchez | |

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# Campus Funding Summary

| 211-Title IA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $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 |
| | | | | **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 |
| | | | | **Sub-Total** | $0.00 |

| Local Funding | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 1 | 2 | | | $0.00 |
| 2 | 1 | 3 | | | $0.00 |
| 2 | 1 | 5 | | | $0.00 |
| 2 | 1 | 6 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |

| Local Funding | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 1 | 4 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 1 | 2 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| **IDEA A** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 2 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| **No Funding Required** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 5 | 1 | 2 | | | $0.00 |
| 5 | 1 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| **287-Title IV** | | | | | 343 |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 2 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Dickinson Independent School District

# Louis G. Lobit Elementary

# 2023-2024 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.

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# 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

360

**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 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 2**: Planning, instruction, and assessment need to be a cyclical process where each component drives the others.
**Root Cause 2**: PLC process needs to be reset with a focus on the 4 essential questions.
**Problem Statement 2 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 3**: All students are not reading at or above grade level at the end of second grade.
**Root Cause 3**:
**Problem Statement 3 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 4**: Students do not have automaticity with the foundational numeracy and skills.
**Root Cause 4**:
**Problem Statement 4 Areas**: Curriculum, Instruction, and Assessment

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**Problem Statement 5**: The RTI program lacks structure and organization.
**Root Cause 5**: Tier 1 instruction is not always at the proper level, making the need for TIER 2 and 3 interventions disproportionate.
**Problem Statement 5 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 6**: We need to continue to explore ways to ensure consistent parent communication.
**Root Cause 6**:
**Problem Statement 6 Areas**: Parent and Community Engagement

**Problem Statement 7**: We need to continue to add mobile devices so that all students can have computer access to supplemental online reading and math programs, as well as applicable online assessments.
**Root Cause 7**: We need to have the infastructure to support the additional devices, as well as funds to purchase additional devices.
**Problem Statement 7 Areas**: Technology

# 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 | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers will follow the district's literacy plan in order to provide balanced literacy instruction in the classroom. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** ELA Curriculum Specialists<br>Administrators<br>Instructional Interventionist<br>Instructional Coaches<br>Teachers<br><br>- **TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 255-Title IIA, - 211-Title IA, - 199-SCE, - Local Funding, - 263-Title IIIA | | | | 362 |

| 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.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>TELPAS Growth<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Interventionists<br>Instructional Paraprofessional<br>Dyslexia Specialist<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** ELAR Curriculum Specialist<br>Instructional Coaches<br>Administrators<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - Local Funding, - 255-Title IIA | | | | 363 |

| 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:<br>Comprehension<br>Fluency<br>Phonics<br>Guiding Reading<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Principal<br>Deputy Superintendent for Instructional Services<br>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.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Coaches<br><br>**Funding Sources:** - 211-Title IA, - 199-SCE | | | | 364 |

| 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.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Teachers<br>Consultants<br>Administrators<br>Instructional Coaches<br>ELAR Curriculum Specialist<br><br>**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:<br>Strand 1: Vocabulary<br>Strand 2: Comprehension<br>Strand 3: Response Skills<br>Strand 4: Multi-Genres<br>Strand 5: Literary Elements<br>Strand 6: Authors' Purpose<br>Strand 7: Writing Process<br>**Strategy's Expected Result/Impact:** MCLASS<br>MAP<br>STAAR<br>**Staff Responsible for Monitoring:** ELA Curriculum Specialists<br>Principal<br>Assistant Principal<br>Instructional Interventionists<br>Instructional Coaches<br>Teachers<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math | | | | 365 |

| 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 .<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>Improved data tools<br>**Staff Responsible for Monitoring:** MCLASS Proctors<br>MAP Proctors<br>Teachers<br>Administrators<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

366

**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<br>MAP Growth<br>STAAR Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Math Curriculum Specialist<br>Instructional Coaches Administrators<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math | Nov | Jan | Mar | June<br><br>367 |

| 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<br>MAP Growth<br>STAAR Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>Administrators<br><br>**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.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Principal<br>Instructional Coaches<br>Classroom Teachers<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**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).<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Teachers<br>Academic Coaches<br>Principals<br><br>**Funding Sources:** Title Funds to pay for training - 255-Title IIA | | | | 368 |

| 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.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>Improved data tools<br>**Staff Responsible for Monitoring:** MCLASS Proctors<br>MAP Proctors<br>Teachers<br>Administrators<br><br>**- TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Interventionists<br>Instructional Paraprofessional<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE | | | | 369 |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** 100% of students will make at least one year's growth in Writing.

**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.<br>**Strategy's Expected Result/Impact:** STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Administrators, Instructional Coaches<br>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.<br>**Strategy's Expected Result/Impact:** STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>Administrators<br><br>**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.<br>**Strategy's Expected Result/Impact:** STAAR Growth<br>TELPAS Growth<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>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.<br>**Strategy's Expected Result/Impact:** STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Teachers<br>Consultant<br>Administrators<br>Instructional Coaches<br><br>**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).<br>**Strategy's Expected Result/Impact:** STAAR Growth<br>TELPAS Growth<br>**Staff Responsible for Monitoring:** ELAR Curriculum Specialist<br>Instructional Coaches<br>Administrators | | | | 371 |

| 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.<br>**Strategy's Expected Result/Impact:** STAAR Growth<br>TELPAS Growth<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Interventionists<br>Instructional Paraprofessional<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>TELPAS Growth<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** ELL Teachers<br>Instructional Coaches<br>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.<br>**Strategy's Expected Result/Impact:** TELPAS Growth<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>Administrators<br>LPAC Coordinator<br>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.<br>**Strategy's Expected Result/Impact:** STAAR Growth<br>TELPAS Growth<br>**Staff Responsible for Monitoring:** Administrators<br>LPAC Coordinators<br>ELL Teachers<br>Instructional Coaches | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

373

**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.<br>**Strategy's Expected Result/Impact:** IEP Progress<br>STAAR Growth<br>STAAR ALT Growth<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br>Instructional Interventionists<br>SPED Teachers | | | | 374 |

| 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.<br>**Strategy's Expected Result/Impact:** IEP Progress<br>MAP Growth<br>STAAR Growth<br>STAAR ALT Growth<br>**Staff Responsible for Monitoring:** Instructional Interventionists<br>Dyslexia Specialists<br>Behavior Coach<br>ARDCF<br>Administrators | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 6:** 100% of LES students will receive a well rounded education through the utilization of instructional best practices, enrichment opportunities, multi-tiered support systems, and social/emotional support programs.

**Evaluation Data Sources:** PLC
RTI/MTSS
GT Services
Counseling
Restorative Practices
Robotics

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom.<br>**Strategy's Expected Result/Impact:** Enhanced PLC<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Instructional Coaches<br><br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA | | | | 375 |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Teachers will actively participate in PLC meetings that are focused on instruction and student improvement.<br>**Strategy's Expected Result/Impact:** Enhanced PLC<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Coaches<br>Classroom Teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Enhanced PLC<br>Improved TIER 1 instruction<br>**Staff Responsible for Monitoring:** Principal<br>Dir. of Prof Development<br>Dir. Fed Programs/ELL<br>Administrators<br>Asst. Supt. Ed. Services<br>Contracted Services<br>Instructional Coaches | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards.<br>**Strategy's Expected Result/Impact:** Enhanced PLC and planning of TIER 1 instruction<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>Classroom Teachers<br>Administrators | | | | 376 |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Students will have direct access to district approved online reading and math programs which support classroom instruction.<br>**Strategy's Expected Result/Impact:** MCLASS Growth<br>MAP Growth<br>STAAR Growth<br>Increased differentiation<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators<br>Director of Technology<br>Director of Educational Services<br>- **Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Increased extracurricular activities<br>**Staff Responsible for Monitoring:** Principal<br>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.<br>**Strategy's Expected Result/Impact:** Increased enrichment opportunities<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>Administrators<br>GT Teachers | | | | 377 |

 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.<br>**Strategy's Expected Result/Impact:** Increased student attendance<br>**Staff Responsible for Monitoring:** Attendance Clerk<br>Teachers<br>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.<br>**Strategy's Expected Result/Impact:** Increased student attendance<br>**Staff Responsible for Monitoring:** Counselor<br>Social Worker | | | | 378 |

| 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.<br>**Strategy's Expected Result/Impact:** Increased student attendance<br>**Staff Responsible for Monitoring:** Teachers<br>Attendance Clerk<br>Receptionist<br>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.<br>**Strategy's Expected Result/Impact:** Increased student attendance | | | | |

| | | | | |
|---|---|---|---|---|
| **Staff Responsible for Monitoring:** District Attendance Intervention Specialists<br>Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

379

**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:<br>Violence Prevention<br>Bullying<br>Character Traits<br>**Strategy's Expected Result/Impact:** Increased safety<br>Increased citizenship<br>**Staff Responsible for Monitoring:** Counselor<br><br>**Funding Sources:** - Local Funding | | | | 380 |

| 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.<br>**Strategy's Expected Result/Impact:** Increased awareness<br>Increased safety<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** 2) Campus will participate in Red Ribbon Week.<br>**Strategy's Expected Result/Impact:** Increased awareness<br>Increased coping skills<br>Increased decision making skills<br>**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.<br>**Strategy's Expected Result/Impact:** Increased awareness<br>Decreased confusion and response time in emergency situations.<br>**Staff Responsible for Monitoring:** Administrators<br>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.<br>**Strategy's Expected Result/Impact:** Increased student and teacher relationships<br>Decreased discipline referrals<br>**Staff Responsible for Monitoring:** Counselors<br>Administrators<br>Behavior Coach<br>Classroom Teachers<br><br>**Funding Sources:** - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** 2) All PK-4 students will participate in daily recess.<br>**Strategy's Expected Result/Impact:** Increased opportunities for movement<br>Increased focus in the classrooms.<br>**Staff Responsible for Monitoring:** Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** We will implement the Daily Mile to encourage movement while also building self-esteem and relationships.<br>**Strategy's Expected Result/Impact:** Increased opportunities for movement<br>Increased self-esteem<br>Increased relationships<br>**Staff Responsible for Monitoring:** Teacher<br>Principal | | | | 382 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Increased physical fitness opportunities<br>**Staff Responsible for Monitoring:** PE Teachers<br>Principal | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** We will have campus participation on the district's SHAC Committee as well as the FitnessGram.<br>**Strategy's Expected Result/Impact:** Increased physical fitness opportunities<br>Increased healthy choices<br>**Staff Responsible for Monitoring:** PE Coaches<br>Administrators<br>SHAC Representative | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** LES will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 4:** Discipline referrals for noncompliance, disrespect and class disruptions will stay below 5%.

**Evaluation Data Sources:** Discipline Referral Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Increased student and teacher relationships<br>Decreased discipline referrals<br>**Staff Responsible for Monitoring:** Counselors<br>Administrators<br>Behavior Coach<br>Classroom Teachers<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increased citizenship<br>Increased awareness of expectations<br>Decreased discipline referrals<br>**Staff Responsible for Monitoring:** Teachers<br>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.<br>**Strategy's Expected Result/Impact:** Increased transparency in planning<br>**Staff Responsible for Monitoring:** Principal<br>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.<br><br>The Parent and Family Engagement Policy was developed by the CIC with input from the following parents:<br>Shelley Remedis-PTO President<br>**Strategy's Expected Result/Impact:** Increased Parent Engagement<br>**Staff Responsible for Monitoring:** Principal<br>CIC Committee<br>PTO<br>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.<br>**Strategy's Expected Result/Impact:** Increased input from all stakeholders<br>**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.<br>**Strategy's Expected Result/Impact:** Increased communication Increased parent and community engagement<br>**Staff Responsible for Monitoring:** Principal<br>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.<br>**Strategy's Expected Result/Impact:** Increased positive community and parent communication<br>**Staff Responsible for Monitoring:** Principal<br>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.<br>**Strategy's Expected Result/Impact:** Increased number of Kindergarten students registered prior to August<br>Decreased transition anxiety for student and parents<br>**Staff Responsible for Monitoring:** Principal<br>Counselor<br>Teachers<br>Lobit Middle School Staff<br><br>**Funding Sources:** - 211-Title IA | | | | 385 |

| 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.<br>**Strategy's Expected Result/Impact:** Increased exposure to various careers and colleges<br>**Staff Responsible for Monitoring:** Teachers<br>Counselor<br>Administrators<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Increased parent involvement<br>Increased student achievement<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>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.<br>**Strategy's Expected Result/Impact:** Increased parent involvement<br>Increased student achievement<br>**Staff Responsible for Monitoring:** Teachers<br>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.<br><br>1. Registration-8/2-8/11<br>2. Meet the Teacher-8/20 @ 8-11<br>4. Parent Orientations-9/14 @ 5<br>7. 5 Monthly Music Programs @ 6<br>8. Open House-3/5 @ 6<br>9. PK/K Roundup-5/5 @ 6<br>10. Book Fair Family Nights in October and March<br>11. LEV Parent University on 10/15, 1/14, and 3/24 @ 5<br>**Strategy's Expected Result/Impact:** Increased parent engagement<br>**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.<br>**Strategy's Expected Result/Impact:** Increased parent engagement<br>Proper documentation of parent engagement activities<br>**Staff Responsible for Monitoring:** Principal<br>Parent Engagement Coordinator | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

387

**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.<br>**Strategy's Expected Result/Impact:** Improved TIER 1 instruction<br>Decreased turnover rate<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Coaches<br><br>**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.<br>**Strategy's Expected Result/Impact:** Improved TIER 1 instruction<br>Decreased turnover rate<br>**Staff Responsible for Monitoring:** Dir. of Prof Development<br>Principal<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increased # of teachers with ESL and SPED certifications.<br>**Staff Responsible for Monitoring:** Principal<br>Teachers<br>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.<br>**Strategy's Expected Result/Impact:** Increased retention of highly qualified staff<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Coaches<br>Director of Professional Development<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increased Teacher Effectiveness<br>Increased retention of highly qualified staff<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br>Director of HR<br><br>**Funding Sources:** - Local Funding | | | | |



| 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.<br>**Strategy's Expected Result/Impact:** Increased staff input<br>Increased staff satisfaction<br>**Staff Responsible for Monitoring:** Campus Staff<br>Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** Technology will be incorporated into instruction in 100% of the classrooms at LES.

**Evaluation Data Sources:** Student products that incorporate technology
Technology usage demonstrated in observations

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Increased computer literacy<br>**Staff Responsible for Monitoring:** Master schedule<br>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.<br>**Strategy's Expected Result/Impact:** Increased access to technology<br>**Staff Responsible for Monitoring:** Technology Department<br>Principal | | | | 390 |

 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<br>**Staff Responsible for Monitoring:** School Secretary<br>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<br>**Staff Responsible for Monitoring:** Administrators<br>Custodial Staff | Nov | Jan | Mar | June |
| | | | | 391 |

| 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<br>Improved access to supplies and materials<br>**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

392

# 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 |

# 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 |

395

| 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 |

397

# Dickinson Independent School District

# Silbernagel Elementary School

# 2023-2024 Campus Improvement Plan

398

# 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.

399

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Silbernagel Elementary is one of 12 Title IA schoolwide campuses in Dickinson Independent School District. Silbernagel Elementary opened its doors in Feb/ 1980 and serves predominantly low socio-economic families. The chart below shows the distributions of Silbernagel students by grade level, ethnicity, and student groups.

2014-2015

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| **Population** | **# of Students** | **Population by Ethnicity** | **% of Students** | **Student Groups** | **% of Students** |
| EE | 7 | African American | 10.10% | Econ. Disadvantaged | 78.65% |
| Prekindergarten | 69 | Asian | 0.10% | At-Risk | 57.57% |
| Kindergarten | 105 | Hispanic | 75.30% | ESL | 0.54% |
| 1st Grade | 119 | Native American | 0 | LEP (BIL) | 28.65% |
| 2nd grade | 137 | Pacific Islander | 0 | Military | 0.95% |
| 3rd grade | 133 | White | 13.40% | Special Ed | 7.03% |
| 4th Grade | 170 | Two or More | 1.10% | Speech Services | 4.32% |
| | | | | Gifted/Talented | 2.98% |
| **Total** | **740** | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

401

2015-2016

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| **Population** | **# of Students** | **Population by Ethnicity** | **% of Students** | **Student Groups** | **% of Students** |
| EE | 4 | African American | 9.97% | Econ. Disadvantaged | 74.11% |
| Prekindergarten | 72 | Asian | 0.28% | At-Risk | 56.47% |
| Kindergarten | 97 | Hispanic | 75.21% | ESL | 0.85% |
| 1st Grade | 115 | Native American | 0 | LEP (BIL) | 33.43% |
| 2nd grade | 136 | Pacific Islander | 0 | Military | 1.991% |
| 3rd grade | 136 | White | 12.96% | Special Ed | 6.88% |
| 4th Grade | 142 | Two or More | 1.57% | Speech Services | 4.32% |
| | | | | Gifted/Talented | 3.56% |
| **Total** | **702** | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

402

2016-17

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| **Population** | **# of Students** | **Population by Ethnicity** | **% of Students** | **Student Groups** | **% of Students** |
| EE | 15 | African American | 11.05% | Econ. Disadvantaged | 75.3% |
| Prekindergarten | 64 | Asian | 0.40% | At-Risk | 62.45% |
| Kindergarten | 138 | Hispanic | 73.50% | ESL | 1.60% |
| 1st Grade | 124 | Native American | 0 | LEP (BIL) | 30.3% |
| 2nd grade | 125 | Pacific Islander | 0 | Military | 0.93% |
| 3rd grade | 137 | White | 13.58% | Special Ed | 9.19% |
| 4th Grade | 148 | Two or More | 1.33% | Speech Services | 4.32% |
| | | | | Gifted/Talented | 2.93% |
| **Total** | **770** | | | | |
| | | | | | |

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

2017-18

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| **Population** | **# of Students** | **Population by Ethnicity** | **% of Students** | **Student Groups** | **% of Students** |
| EE | 21 | African American | 10.04% | Econ. Disadvantaged | 83.06% |
| Prekindergarten | 69 | Asian | 0.40% | At-Risk | 80.09% |
| Kindergarten | 120 | Hispanic | 71.80% | ESL | 3.49% |
| 1st Grade | 134 | Native American | 0 | LEP (BIL) | 29.8% |
| 2nd grade | 125 | Pacific Islander | 0 | Military | 0.94% |
| 3rd grade | 131 | White | 11.96% | Special Ed | 10.08% |
| 4th Grade | 144 | Two or More | .941% | Speech Services | 4.32% |
| | | | | Gifted/Talented | 2.93% |
| **Total** | **744** | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

403

2018-19

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| **Population** | **# of Students** | **Population by Ethnicity** | **% of Students** | **Student Groups** | **% of Students** |
| EE | 17 | African American | 9.5% | Econ. Disadvantaged | 81.75% |
| Prekindergarten | 57 | Asian | .59% | At-Risk | 62.90% |
| Kindergarten | 120 | Hispanic | 75.22% | ESL | 3.85% |

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| 1st Grade | 108 | Native American | .59% | LEP (BIL) | 31.75% |
| 2nd grade | 124 | Pacific Islander | .15% | Military | 1.78% |
| 3rd grade | 123 | White | 13.1% | Special Ed | 14.54% |
| 4th Grade | 125 | Two or More | .89% | Speech Services | 8.01% |
| | | | | Gifted/Talented | 5.64% |
| **Total** | **674** | | | | |
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2019-20

| Total Population | | Ethnic Breakdown | | Student Group Distribution | 404 |
|---|---|---|---|---|---|
| **Population** | **# of Students** | **Population by Ethnicity** | **% of Students** | **Student Groups** | **% of Students** |
| EE | 14 | African American | 7.73% | Econ. Disadvantaged | 77.54% |
| Prekindergarten | 62 | Asian | .76% | At-Risk | 64.34% |
| Kindergarten | 119 | Hispanic | 75.87% | ESL | 5.16% |
| 1st Grade | 119 | Native American | .46% | LEP (BIL) | 40.82% |
| 2nd grade | 107 | Pacific Islander | .0% | Military | 2.12% |
| 3rd grade | 113 | White | 13.66% | Special Ed | 13.66% |
| 4th Grade | 122 | Two or More | 1.52% | Speech Services | 10.01% |
| | | | | Gifted/Talented | 5.76% |
| **Total** | **659** | | | | |
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2020-21

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| **Population** | **# of Students** | **Population by Ethnicity** | **% of Students** | **Student Groups** | **% of Students** |
| EE | 16 | African American | 11.11% | Econ. Disadvantaged | 74.18% |
| Prekindergarten | 48 | Asian | 0.94% | At-Risk | 62.13% |
| Kindergarten | 103 | Hispanic | 73.40% | ESL | 4.38% |
| 1st Grade | 127 | Native American | 0.31% | LEP (BIL) | 35.99% |
| 2nd grade | 114 | Pacific Islander | .0% | Military | 2.66% |
| 3rd grade | 108 | White | 12.83% | Special Ed | 17.21% |
| 4th Grade | 123 | Two or More | 1.41% | Speech Services | 13.15% |
| | | | | Gifted/Talented | 7.51% |
| **Total** | **639** | | | | |
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2022-23

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
| **Population** | **# of Students** | **Population by Ethnicity** | **% of Students** | **Student Groups** | **% of Students** |
| EE | 25 | African American | 10.51% | Econ. Disadvantaged | 85.59% |
| Prekindergarten | 61 | Asian | 1.05% | At-Risk | 56.00% |
| Kindergarten | 101 | Hispanic | 73.72% | ESL | 7.36% |
| 1st Grade | 123 | Native American | 0.6% | LEP (BIL) | 38.74% |
| 2nd grade | 108 | Pacific Islander | 0.15% | Military | 5.40% |
| 3rd grade | 127 | White | 12.61% | Special Ed | 11.11% |
| 4th Grade | 121 | Two or More | 1.35% | Speech Services | 4.35% |
| | | | | Gifted/Talented | 7.50% |
| **Total** | **666** | | | | |

| Total Population | | Ethnic Breakdown | | Student Group Distribution | |
|---|---|---|---|---|---|
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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 90-93%. The class size ranges from 18:1 - 22:1.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our average daily attendance has decreased.

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# Student Achievement

**Student Achievement Summary**

**2013-2014 STAAR Raw Score Averages**: Reading 3rd grade - 74%, 4th grade - 63%; Math 3rd grade - 83%, 4th grade - 79%; Writing - 61%

Performance Index Report: Index 1 Student Achievement - 74, Index 2 Student Progress - 39, Index 3 Closing Performance Gaps - 41, Index 4 Postsecondary Readiness - 24.5.

Data was reviewed throughout the school year and ongoing adjustments were made to instruction and student groups so that learning and success was maximized for each student.

**2014-2015 STAAR Raw Score Averages**: Reading 3rd grade - 72%, 4th grade - 71%; Math 3rd grade - 86%, 4th grade - 83%; Writing - 62%

Performance Index Report: Index 1 Student Achievement - 67, Index 2 Student Progress - 22, Index 3 Closing Performance Gaps - 40, Index 4 Postsecondary Readiness - 25.

- Reading - ELL population - 31%
- Writing - Hispanic population - 58%, ELL population - 32% & Low SES population - 59%

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**2015 State System Safeguards**: Reading for ELL and Economically Disadvantaged students not met ;Writing for Hispanic and ELL student were not met. Math was not included on 2015 State Performance Safeguards. Campus met participation rate for all student groups.

**2015 Federal System Safeguards**: Campus did not meet federal reading Safeguards for: All Students, African American, Hispanic, Economically Disadvantaged, Special Education or ELL student groups. Campus did not meet federal math safeguards for: All Students, Hispanic, Economically Disadvantaged, Special Education and ELL student groups. Campus met participation rate for all student groups.

**2016-17 STAAR Scores:** Reading - 67%, Math - 83%, Writing - 58%

**2016-17 Performance Index:** Index 1 - Student Achievement - 71, Index 2 - Student Progress - 48, Index 3 Closing Performance Gaps - 44, Index 4 - Postsecondary Readiness - 43

**2017 State System Safeguards:** Writing for Hispanic and Economically Disadvantaged students was not met. Campus met participation rate for all student groups.

**2017 Federal System Safeguards:** Campus did not meet federal reading Safeguards for: All Students, African American, Hispanic, Economically Disadvantaged, Special Education or ELL student groups. Campus did not meet federal math safeguards for: All Students, Hispanic, Economically Disadvantaged, Special Education and ELL student groups. Campus met participation rate for all student groups.

**2017 2nd grade DRA: All Students -** Above Level - 28.23% On Level - 8.06% Below Level - 63.71% **Economically Disadvantaged Students** - Above Level - 21.1% On Level - 8.26% Below Level - 70.64%

Greater number of our disadvantaged students left second grade reading below grade level.

**2017-18 STAAR Performance Data:**

**Reading -** 72% approached grade level standards, 38% met grade level standards, 17% mastered grade level standards

**Math** - 80% approached grade level standards, 46% met grade level standards, 23% mastered grade level standards

**Writing** - 57% approached grade level standards, 35% met grade level standards, 15% mastered grade level standards

**2017-18 Closing the Gaps Status -** Campus did not meet target in reading for : All Students, Hispanic, Economically Disadvantaged, EL (Current & Monitored), Continuously & Non-Continuously Enrolled. Campus did not meet target in math for: Continuously Enrolled.

**2017-18 2nd grade DRA: All** Students **-** Above Level - 32.46% On Level - 16.67% Below Level - 50.88% **Economically Disadvantaged Students** - Above Level - 26.67% On Level - 16.67% Below Level - 50.88%

**2018-19 STAAR Performance Data:**

**Reading -**

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**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

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**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:**

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**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

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**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 - 3rd grade as a 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 - 3rd grade
- MClass/Amplify testing - K-1st grade
- 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:** Teachers need support with providing appropriate interventions and enrichment in all subjects.

**Problem Statement 2:** Large percentage of our economically disadvantaged students leave without solid foundational literacy skills.

**Problem Statement 3:** All RLA teachers need specific training in shared reading, guided reading and writing instruction.

**Problem Statement 4:** Campus is in need of resources to create and build students' background knowledge on various topics

# 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:** .

# 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 3rd 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, attend ARD and RTI meetings.

**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, instructional coaches/interventionists, 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, campus improvement committee, guiding coalition and PBIS teams meet regularly to discuss progress as well as concerns of the campus. Campus administrators make expectations known for the campus. A goal of the campus is to be recognized as a National Model PLC at Work School through Solution Tree.



**Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Principals and mentor teachers need continued support on assisting teachers who have difficulty planning effective instruction.

**Problem Statement 2:** 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 provides each student their personal chrome book to use daily.  Campus consists of 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.
- 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.

# 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 2023-24, 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.

**High Priority**

**Evaluation Data Sources:** Improved STAAR results, TELPAS, CA's, 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.<br>**Strategy's Expected Result/Impact:** Improved STAAR performance.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**Funding Sources:** Academic Coaches - 211-Title IA - 211--8-11-105-30-00-6119-00 - $126,661 | | | | 421 |

| 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.<br>**Strategy's Expected Result/Impact:** Improved STAAR performance in all student groups<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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<br>**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.<br>**Staff Responsible for Monitoring:** teachers<br>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.<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Instructional Coaches will model and coach teachers as needed with the implementation of balanced literacy, readers and writer's workshop, and Fundations.<br>**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.<br>**Staff Responsible for Monitoring:** Administrators, Instructional Specialists<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661 | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** Improve TELPAS proficiency levels from previous year. Monitor ELL, ESL, M1, M2 and waiver students for academic progress.<br>**Strategy's Expected Result/Impact:** Evidence of student growth and performance level on common assessments, CBA, TELPAS and STAAR.<br>**Staff Responsible for Monitoring:** Administrators, Bilingual teachers, instructional specialists | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** Conduct Power CTT once a nine weeks to disaggregate data, plan for the nine weeks, learning walks.<br>**Strategy's Expected Result/Impact:** Evidence of student growth and increased performance level on curriculum based assessments and STAAR.<br>**Staff Responsible for Monitoring:** Administrators and instructional specialists c | | | | |



| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** Dyslexia students served every day for forty-five minutes with the dyslexia teacher. Reading by Design will be used.<br>**Strategy's Expected Result/Impact:** Student progress and achievement level on common assessments, curriculum based assessments and STAAR.<br>**Staff Responsible for Monitoring:** Dyslexia specialist<br><br>**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.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**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<br>**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.<br>**Staff Responsible for Monitoring:** Administrators, ELA curriculum specialists | Nov | Jan | Mar | June |
| | | | | |



| 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.<br>**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<br>**Staff Responsible for Monitoring:** Instructional Specialists and Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | Nov | Jan | Mar | June |
| | | | | |

| Strategy 16 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 16:** 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:<br>Strand 1: Vocabulary (B)<br>Strand 2: Comprehension (G)<br>Strand 3: Response Skills (C)<br>Strand 4: Multi-Genres ( Diii)<br>Strand 5: Literacy Elements (C)<br>Strand 6: Author's purpose and Craft (B)<br>Strand 7: Writing Process (Di)<br>**Strategy's Expected Result/Impact:** Vertical Alignment Kinder-4th grade<br>**Staff Responsible for Monitoring:** Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools | | | | |

| Strategy 17 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 17:** 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.<br>**Strategy's Expected Result/Impact:** Acquisition of Spanish/English<br>**Staff Responsible for Monitoring:** Bilingual Instructional Specialist and Administrators | | | | 425 |

| Strategy 18 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 18:** Fundation phonics will be provided to teachers in Pre-K-3rd grade to assist them with instruction in phonics.<br>**Strategy's Expected Result/Impact:** Increased number of students on grade level in reading.<br>**Staff Responsible for Monitoring:** Administrator<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 19 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 19:** Bilingual teachers in 1st and 2nd grade will receive training in El Proximo Paso. El Proximo Paso will assist teachers with phonics instruction with our ELL students.<br>**Strategy's Expected Result/Impact:** Increase number of ELL students on grade level in reading<br>**Staff Responsible for Monitoring:** Bilingual instructional specialists and administrators.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 20 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 20:** Bilingual teachers in Pre-K and Kindergarten will receive training in El Camino al exito. El Camino al exito will assist teachers with phonics instruction with our ELL students.<br>**Strategy's Expected Result/Impact:** Increase number of ELL students on grade level in reading<br>**Staff Responsible for Monitoring:** Bilingual instructional specialists and administrators.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

 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 2023-24, 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.

**High Priority**

**Evaluation Data Sources:** Improved STAAR results, CA's, 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.<br>**Strategy's Expected Result/Impact:** Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders.<br>**Staff Responsible for Monitoring:** Instructional specialists & administrator<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661 | | | | |

| Strategy 2 Details | Reviews | | | 427 |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Evidence of student growth on common assessments and curriculum based assessment.<br>**Staff Responsible for Monitoring:** Instructional specialists and administrator<br><br>**TEA Priorities:**<br>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<br>**Strategy's Expected Result/Impact:** Evidence of student growth on common assessments and curriculum based assessment.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR.<br>**Staff Responsible for Monitoring:** Administrator<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documented classroom observations of teachers and coaches using strategies. Increased scores on CBA, benchmarks and STAAR.<br>**Staff Responsible for Monitoring:** Adminstrators | | | | |



No Progress


Accomplished

Continue/Modify

Discontinue

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

**Performance Objective 3:** During 2023-24, 100% of all students will show one year or more growth in writing.

**High Priority**

**Evaluation Data Sources:** Improved STAAR results, CA's, PSBM, CBA, 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.<br>**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<br>**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.<br>**Strategy's Expected Result/Impact:** Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** Contracted Services and programs - 211-Title IA - 211-8-13-105-30-24-6200-DW - $4,166, - IDEA B, - Local Funding | | | | 429 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Provide supplemental instructional materials that support professional development.<br>-Writing - Empowering Writers<br>-Social Studies<br>-Leveled books (Balanced Literacy Library)<br>-Comprehension<br>-Phonics<br>-Guiding Readers and Writers<br>-Climb Inside a Poem<br>-Interactive Read Aloud<br>-Lucy Calkins Units of Study<br>-Multisensory Grammar<br>- Patterns of Power<br>- Scholastic Storyworks<br>- Scholastic Short Reads<br>**Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via CBA and STAAR results<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** - Local Funding | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Classroom environment, small guided groups and formative data binders.<br>**Staff Responsible for Monitoring:** Administrator<br><br>**Funding Sources:** FTE 2.0 - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661, - 199-SCE, - Local Funding | | | | |

| 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 differentiation and focused teaching.<br>**Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR.<br>**Staff Responsible for Monitoring:** 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.

**Performance Objective 4:** During 2023-24 we will ensure 100% of students are offered well-rounded educational opportunities.

**Evaluation Data Sources:** Improved STAAR results, Increased interest in STEM activities

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Evidence of student growth on informative and formative assessments.<br>**Staff Responsible for Monitoring:** Administrators | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide professional development to assist instructional specialist in writing goals and objectives for our students with disabilities. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Well developed program for students with disabilities.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Special Ed staff | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** JSES will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, updated literature in the library in both English and Spanish, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Improved STAAR scores<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Recess will provided to all students every day. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Promote healthy students through daily exercise.<br>**Staff Responsible for Monitoring:** Principal | Nov | Jan | Mar | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Art will be provided weekly to students. Supplies and materials will be purchased as necessary.<br>**Strategy's Expected Result/Impact:** Promote fine arts with our students.<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Improved STAAR scores<br>**Staff Responsible for Monitoring:** Administrator | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** Increase student attendance from 91% to 95%.

**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.<br>**Strategy's Expected Result/Impact:** Increase in student attendance<br>**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, PBIS, and/or relationship building in order to promote a safe learning environment.<br>**Strategy's Expected Result/Impact:** Analysis of office referral data<br>**Staff Responsible for Monitoring:** Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian | | | | 433 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Use Core Essential Social Skills, Character Strong, right choice programs, and It Starts with Hello to promote positive character development.<br>**Strategy's Expected Result/Impact:** Classroom walk-throughs, office referral documentation<br>**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.<br>**Strategy's Expected Result/Impact:** Documented services and materials supplied to students. Student attendance.<br>**Staff Responsible for Monitoring:** Counselor, District Social Worker<br><br>**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:** Staff will complete trainings 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 3, 2023 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.<br>**Strategy's Expected Result/Impact:** Analysis of parent surveys, attendance sheets<br>**Staff Responsible for Monitoring:** Instructional Interventionists/Coaches Administrators Classroom Teachers Librarian<br>**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:<br>- Parent Orientation/Title 1 Nights -<br>- ELL parent night<br>- Field Day<br>- Evening book fairs<br>- Open House<br>- Music Programs<br>- Awards Assemblies<br>- Grandparents' Day<br>**Strategy's Expected Result/Impact:** Parent survey, sign in sheets<br>**Staff Responsible for Monitoring:** Instructional Interventionists/Coaches, Administrators, classroom teachers, counselor, librarian<br>**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.<br>**Strategy's Expected Result/Impact:** up-to-date web pages<br>**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 |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Documentation of invitations, meetings with sign-in sheets, agendas, notes and completed CIP.<br>**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 |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Documentation of distribution of information, sign-in sheets at activities and parent survey results.<br>**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 |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Improvement on STAR, Telpas, common assessments and CBA<br>**Staff Responsible for Monitoring:** teachers | | | | |

436

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Provide parents with their child's academic results on state assessment. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Provide necessary student information for parents to access website.<br>**Staff Responsible for Monitoring:** Administrators | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Provide parental conferences with teachers on their child's academics. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Documentation of invitation and sign in sheets<br>**Staff Responsible for Monitoring:** teachers | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** 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. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Community Involvement<br>**Staff Responsible for Monitoring:** Administrator | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 10:** Pre-K and Kindergarten transition day provided for students in August before the start of school.<br>**Strategy's Expected Result/Impact:** Students and parents meet teachers and other students before school begins.<br>**Staff Responsible for Monitoring:** Teachers, Administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 11:** Parent Engagement Coordinator will help plan and implement parent engagement activities throughout the year.<br>**Strategy's Expected Result/Impact:** Increase in parent involvement - sign-in sheets<br>**Staff Responsible for Monitoring:** Administrator | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 12:** Parent assistance in understanding content standards, how to monitor their child's progress and help improve student achievement.<br>**Strategy's Expected Result/Impact:** Parent Survey Results<br>**Staff Responsible for Monitoring:** Parent Engagement Coordinator and Administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

0% No Progress 100% Accomplished Continue/Modify Discontinue

437

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

**Performance Objective 1:** Reduce the turnover rate by 5% through mentoring and staff development and increase hiring strategies for highly qualified personnel.

**Evaluation Data Sources:** Retain highly qualified effective teachers and recruit the best highly qualified teachers for the staff.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** TTESS and walk throughs | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administrators | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Any new teacher will be provided support from a mentor teacher located on the campus. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Good teaching in the classroom and the individual desire to grow on campus. Increased in certification for staff. | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Director of Professional Development, Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - 255-Title IIA | | | | 438 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Give timely feedback to teachers from walkthrough visits and observations. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Eduphoria records, administrator tracking sheets of walkthrough visits | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards. | 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:** Director of Professional Development, Principal, Director of Human Resources<br><br>**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 MCLASS and STAAR scores<br>**Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services, Director of Federal Programs, Director of Professional Development, Principal, Teacher<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services, Director of Professional Development | | | | |

| Strategy 7 Details | Reviews | | | 439 |
|---|---|---|---|---|
| **Strategy 7:** Principal will attend college recruitment. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Hiring of highly qualified teacher<br>**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.<br>**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.<br>-lead4ward<br>-Restorative Practice<br>-Solution Tree<br>-Rigor, Relevance & Relationship<br>**Strategy's Expected Result/Impact:** Documentation of training<br>**Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

440

**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:** Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets.<br>**Strategy's Expected Result/Impact:** Sign in sheet from training, compliance with district policies regarding budget management.<br>**Staff Responsible for Monitoring:** School secretary, Principal, Director of Business Operations | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Clear audits<br>**Staff Responsible for Monitoring:** School Secretary | | | | |

| Strategy 3 Details | Reviews | | | 441 |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Documentation of purchase orders, request for pay. Correct use of funds as documented in audits.<br>**Staff Responsible for Monitoring:** Principal, A-Team | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Documentation completed by district energy management team.<br>**Staff Responsible for Monitoring:** Principal, staff | | | | |

 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<br>**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.<br>**Staff Responsible for Monitoring:** Technology Department<br>Principal<br>Dir. Fed. Programs/ELL | Nov | Jan | Mar | June |
| | | | | 442 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** The computer lab 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.<br>**Staff Responsible for Monitoring:** Administrator, Classroom teachers<br><br>**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<br>**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.<br>**Strategy's Expected Result/Impact:** Student progress on curriculum based assessments and STAAR.<br>**Staff Responsible for Monitoring:** Administrators, instructional technologist<br><br>**Funding Sources:** - 211-Title IA - $3,000 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** MAP testing conducted three times a year to assess 2nd - 4th grade students in reading and math.<br>**Strategy's Expected Result/Impact:** Student progress in math and reading.<br>**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-1st grade students in reading and math.<br>**Strategy's Expected Result/Impact:** Student progress in math and reading<br>**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 |



| 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** | | | | | 447 |
| **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**<br>*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**<br>*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**<br>*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 |
| | 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**<br>*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 | 453 |
| | 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**<br>*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 | 454 |

**Progress Measures**: (○) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

**District: Dickinson ISD** **Campus: Silbernagel Elementary** **Date: 2020-2021**

| **INSTRUCTION**<br>*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 | 455 |

**Progress Measures**: (○) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

**District: Dickinson ISD** **Campus: Silbernagel Elementary** **Date: 2020-2021**

| **SYSTEMS**<br>*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 | 456 |
| | 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**<br>*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 | 457 |
| | 3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus.<br>a. Writing To Learn - 3rd & 4th grade AVID teachers<br>b. Inquiry - Samuelson, Tonnies, Owens, Zamarripa & Rearick<br>c. Collaboration – Lopez & Batchelor<br>d. Organization – Tonnies & Samuelson<br>e. Reading to Learn – Site team members<br>f. AVID Weekly – Site team members<br>g. Learning Walks – Rearick & Burke<br>h. College & Career Awareness – Housh, Lemmon, Campbell, Cantrell & Rearick<br>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**<br>*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**<br>*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 | 459 |
| | 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**<br>*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 | 460 |
| | 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

# San Leon Elementary School

# 2023-2024 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

**Revised/Approved: May 23, 2023**

## 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% Many absences were due to COVID-19 Pandemic.

**Root Cause:** Some students and parents do not see the importance of regular school attendance.

# 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%.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Too many students are unsuccessful in Tier I instruction resulting in a large number of students in Tier 2/3. **Root Cause:** Tier 1 instruction

must be a priority in PLCs.

**Problem Statement 2 (Prioritized):** English Language Learners' reading levels are lower than non ELL peers. **Root Cause:** Lack of instructional and reading materials for ELL teachers and student.

**Problem Statement 3 (Prioritized):** Master Schedule does not address a designated intervention time. **Root Cause:** Teachers struggle with the time and materials to plan for additional targeted intervention.

**Problem Statement 4 (Prioritized):** Students lack motivation and a vision for success. **Root Cause:** Lack of role models at home and in their community.

# School Culture and Climate

**School Culture and Climate Summary**

Students enjoy being on campus and feel that it is a fun place to learn. The staff also feels it is a friendly and positive place to work. We work hard to create positive and respectful relationships across all grade levels. The high academic requirements and behavior expectations result in low discipline problems. Faculty and students feel a strong sense of security in the building. The staff has high expectations and students rise to meet those expectations. All students seem satisfied and student attendance is out of student control at this age. Attendance is low at 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

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs** 470

**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 3**: English Language Learners' reading levels are lower than non ELL peers.
**Root Cause 3**: Lack of instructional and reading materials for ELL teachers and student.
**Problem Statement 3 Areas**: Student Achievement

**Problem Statement 4**: Master Schedule does not address a designated intervention time.
**Root Cause 4**: Teachers struggle with the time and materials to plan for additional targeted intervention.
**Problem Statement 4 Areas**: Student Achievement

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**Problem Statement 5**: Students lack motivation and a vision for success.
**Root Cause 5**: Lack of role models at home and in their community.
**Problem Statement 5 Areas**: Student Achievement

**Problem Statement 6**: Although parent engagement has improved, it is still low.
**Root Cause 6**: Parents work multiple jobs or only have one vehicle. Many do not prioritize education.
**Problem Statement 6 Areas**: School Culture and Climate

**Problem Statement 7**: 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

**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 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 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 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 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 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



**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 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 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 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 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 19**: 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 19**: Teachers need guidance with the district scope and sequence and TEKS.
**Problem Statement 19 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 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 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 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:<br>-provide intervention and support for at-risk students<br>-Instructional Coaches will plan, model, observe and evaluate lessons<br>-Interventionists and paraprofessionals will provide research based interventions for all students including those at-risk , EB, Special Education, and GT students.<br>-Instructional Coaches will also provide strategic professional development in reading and math and provide support with district approved resources.<br>**Strategy's Expected Result/Impact:** Documentation of data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices.<br><br>STAAR and mClass/MAP scores of at-risk students .<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>Interventionists<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - 211-Title IA, - Local Funding, - 199-SCE, - Special Programs, - 263-Title IIIA | | | | 478 |

| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal<br>Instructional Coaches<br>Classroom Teachers<br>Assistant Principal<br>Counselor<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Benchmark data conferences. AWARE data. STAAR results.<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Instructional Specialists<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - No Funding Required | | | | 479 |

| 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.<br>**Strategy's Expected Result/Impact:** Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders<br>**Staff Responsible for Monitoring:** Instructional Specialists<br>Classroom Teachers<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Documented visits/time-sheets collected. Observation of practices occurring in the classroom. Improve scores on all tests.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>Principal<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - 211-Title IA, - Local Funding, - 255-Title IIA, - IDEA A | | | | 480 |

| 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.<br>**Strategy's Expected Result/Impact:** Systematic plan for documented peer observations, reviewed by teams and campus administration<br>**Staff Responsible for Monitoring:** Teachers<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Increase in state test scores and enrich students.<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Teacher<br>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.<br>**Strategy's Expected Result/Impact:** Increase in college and career awareness and improved organizational skills.<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers | | | | 481 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase students' access to the curriculum.<br>**Staff Responsible for Monitoring:** Principal<br>Instructional Coaches<br>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.<br>**Strategy's Expected Result/Impact:** Documented student growth.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>Principal<br>Asst. Principal<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documented Student Growth<br>**Staff Responsible for Monitoring:** Principal<br>Instructional Coaches<br>Interventionists<br>Teachers | | | | |



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:** 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.<br>**Strategy's Expected Result/Impact:** MAP<br>mClass<br>STAAR<br>TELPAS<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>Interventionists<br>Teachers<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - 211-Title IA | | | | 483 |

| 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.<br>**Strategy's Expected Result/Impact:** MAP<br>mClass<br>Running Records<br>**Staff Responsible for Monitoring:** Principal<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - 211-Title IA | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** | Formative | | | Summative |
| 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. | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** mClass<br>MAP<br>STAAR<br>Running Records<br>Guided Reading Groups<br>Teacher Sign In sheets<br>**Staff Responsible for Monitoring:** Teachers<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - Local Funding | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve student state and federal scores in:<br>Writing<br>Comprehension<br>Phonics<br>Guiding Reading and Writing. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | 484 |
| **Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Increased scores on MAP, mClass, CAs, and STAAR.<br>**Staff Responsible for Monitoring:** Teachers<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Instructional Specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Small group instruction, classroom environment, student progress<br>**Staff Responsible for Monitoring:** Instructional Specialists<br><br>**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.<br>**Strategy's Expected Result/Impact:** MAP reading levels increase<br>mClass reading levels increase<br>STAAR Reading scores increase<br>**Staff Responsible for Monitoring:** Teachers<br>Principal<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** IRLs increase<br>STAAR math and reading scores increase<br>**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:<br>Strand 1: Vocabulary (B)<br>Strand 2: Comprehension (G)<br>Strand 3: Response Skills (C)<br>Strand 4: Multi-Genres (Diii)<br>Strand 5: Literacy Elements (C)<br>Strand 6: Author's Purpose and Craft (B)<br>Strand 7: Writing Process (Di)<br>**Strategy's Expected Result/Impact:** Teachers will remain current on the district's expectations.<br>Students will continue to show growth.<br>**Staff Responsible for Monitoring:** CLT Team<br>Principal<br>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.<br>**Strategy's Expected Result/Impact:** Rigor will be increased for identified students. Hands on opportunities and field experiences will be provided.<br>**Staff Responsible for Monitoring:** GT Teachers<br>Principal<br>Asst. Principal<br>GT Coordinator | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

486

**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<br>Classroom environment | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Instructional Coaches<br>Teachers<br><br>**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<br><br>**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 |
| **Strategy's Expected Result/Impact:** STAAR test results, CBA and benchmark data. | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Principal<br>Instructional Coaches<br>Classroom Teachers<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Quality of planning and instruction will increase. Assessment scores will improve.<br>**Staff Responsible for Monitoring:** Principal<br>Teachers | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

488

**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.<br>**Strategy's Expected Result/Impact:** TELPAS<br>STAAR<br>Pre-LAS<br>LAS LInks<br>Lesson plans<br>**Staff Responsible for Monitoring:** Teachers<br><br>**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.<br>**Strategy's Expected Result/Impact:** TELPAS<br>STAAR<br>Pre-LAS<br>LAS LInks<br>Lesson plans with ELPS<br>**Staff Responsible for Monitoring:** Teachers<br><br>**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<br>STAAR Math and Reading<br>Integration of technology used in the classroom<br>**Staff Responsible for Monitoring:** Principal<br><br>**Additional Targeted Support Strategy**<br>**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<br>**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<br>STAAR<br>CA<br>LiAG<br>**Staff Responsible for Monitoring:** Teachers | Nov | Jan | Mar | June |
| | | | | 490 |

| 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.<br>**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

491

**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.<br>**Strategy's Expected Result/Impact:** Reduction in discipline referrals, PEIMS data, observation of student engagement<br>**Staff Responsible for Monitoring:** Classroom Teachers<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increased student, parent and community participation in school activities.<br>**Staff Responsible for Monitoring:** Counselors<br>Principal<br>Assistant Principal<br>Classroom Teachers<br>Special Education Teachers<br><br>**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.<br>**Strategy's Expected Result/Impact:** Online Training Records<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Promote safe and secure schools by using Standard Response Protocols in emergency situations. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Common language and protocol between first responders and campus personnel.<br>**Staff Responsible for Monitoring:** Principal | Nov | Jan | Mar | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide monthly guidance lessons with the counselor. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Teach character education and conflict resolution.<br>**Staff Responsible for Monitoring:** Teachers<br>Counselor | Nov | Jan | Mar | June |
| | | | | |

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

493

**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.<br>**Strategy's Expected Result/Impact:** Records of students who met the goal, lists of incentives and rewards.<br>**Staff Responsible for Monitoring:** Principal<br>Team Leaders<br>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.<br>**Strategy's Expected Result/Impact:** Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance.<br>**Staff Responsible for Monitoring:** Counselor<br>Social Worker | | | | 494 |

| 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.<br>**Strategy's Expected Result/Impact:** Quarterly ADA Reports<br>**Staff Responsible for Monitoring:** Teachers<br>Data Clerk<br>Receptionist<br>Administrators | | | | |

 No Progress  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:<br>Violence Prevention<br>Bullying<br>Character Traits<br>**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.<br>**Staff Responsible for Monitoring:** Counselor | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Campus will participate in Red Ribbon Week.<br>**Strategy's Expected Result/Impact:** Schedule of Events<br>Survey of Students<br>**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 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** All full day PK students and all K-4 students will will participate in physical education class.<br>**Strategy's Expected Result/Impact:** Documentation of student schedule; Fitness Gram results.<br>**Staff Responsible for Monitoring:** Physical Education Teacher | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** All PK students will participate in daily recess.<br>**Strategy's Expected Result/Impact:** Master Schedule<br>**Staff Responsible for Monitoring:** Teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Students will have the opportunity to participate in The Daily Mile and The Mile Club.<br>**Strategy's Expected Result/Impact:** Increased attention during instruction. Improved physical fitness.<br>**Staff Responsible for Monitoring:** Teachers<br>PE Teacher | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** Ensure that every campus/facility/department is welcoming to all stakeholders (parents, guardians, community, and business partners).

**Evaluation Data Sources:** Parent Community Survey results, increased parent attendance at school events, sign-in sheets, communication logs, Facebook posts, parent-community surveys.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Weekly reports of activity obtained through social media network<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of meetings. Completed and updated CIP.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** - No Funding Required | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys.<br>**Staff Responsible for Monitoring:** Principal<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of communication responses in notes, emails, and phone msg. Teacher communication logs. Positive community and parent communication surveys.<br>**Staff Responsible for Monitoring:** Principal<br>Campus Staff<br><br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal<br>Counselor<br>Teachers<br>Barber Middle School Staff<br><br>**Funding Sources:** - Local Funding | | | | 498 |

| 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.<br>**Strategy's Expected Result/Impact:** Participation by the school and community in career fairs and college days.<br>**Staff Responsible for Monitoring:** Teachers<br>Counselor<br>Administrators | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Increase student achievement data<br>Parent Surveys<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>Administrators<br><br>**Funding Sources:** - 211-Title IA | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Conference logs<br>Increased parent involvement<br>Increased student achievement<br><br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches | | | | 499 |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Attendance at meetings.<br>Parent surveys. Parent complaints.<br>**Staff Responsible for Monitoring:** District and Campus Administrators<br><br>**Funding Sources:** - Local Funding | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Increased student success<br>Increased parent engagement<br>**Staff Responsible for Monitoring:** Administrators<br>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.<br>These will include:<br>PK/K Play Date<br>Meet the Teacher<br>Parent Orientation<br>Junior Astronomers<br>2nd Grade Music Program<br>Book Character Parade<br>Parent Conferences<br>Junior Astronomers<br>K-2 Field Day<br>3rd Grade Music Program<br>3-4 Field Day<br>Thanksgiving Luncheon TBD by District<br>Literacy Night<br>4th Grade Music Program<br>Open House<br>1st Grade Music Program<br>Kindergarten Music Program<br>**Strategy's Expected Result/Impact:** Increased Parent Engagement.<br>**Staff Responsible for Monitoring:** Administrators | | | | 500 |

| 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.<br>**Strategy's Expected Result/Impact:** Increased Parent Engagement<br>**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:<br><br>1. Parent outreach and trainings for bilingual/ESL parents<br>2. Family literacy services and/or family outreach and trainings for bilingual/ESL Parents<br>3. Community participation programs for Bilingual ESL parents<br>**Strategy's Expected Result/Impact:** Increase Parent Engagement<br>**Staff Responsible for Monitoring:** Principal<br>Parent Engagement Coordinator | | | | |

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

501

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

**Performance Objective 1:** Reduce the turnover rate through mentoring and staff development and increase hiring strategies for highly qualified personnel.

**Evaluation Data Sources:** Staff Retention Rate, Classroom observations, T-TESS, CBAs, mClass/MAP at the end of the school year.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** T-TESS Feedback. Scheduled walk thrus.<br>**Staff Responsible for Monitoring:** Teacher<br>Administrators<br><br>**Funding Sources:** - Local Funding | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. Second year teachers join the district's NaviGator program for additional support. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:**<br>Documented meetings, trainings, and classroom observations, STAAR, mClass/MAP, CBAs.<br>**Staff Responsible for Monitoring:** Teacher<br><br>**Funding Sources:** - 255-Title IIA, - Local Funding | | | | 502 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Any teacher hired who is not certified will be provided with training opportunities, certification/test prep practice, and district support. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Documentation of trainings and achievement of certification in a timely manner<br>**Staff Responsible for Monitoring:** Teacher<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increased number of teachers with ESL and SPED certifications.<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Retention of highly qualified staff<br>**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<br>**Strategy's Expected Result/Impact:** SMART Goals<br>Observation Schedules<br>Teacher Conference Documentation<br>**Staff Responsible for Monitoring:** Administrators<br>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.<br>**Strategy's Expected Result/Impact:** Sign in sheet from training, compliance with district policies regarding budget management.<br>**Staff Responsible for Monitoring:** School Secretary<br>Principal<br>Dir. of Bus. Operations<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student success.<br>**Staff Responsible for Monitoring:** Principal<br>A-Team<br><br>**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 |

505

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Burkhardt, C. | Instructional Specialist | | 1.0 |

506

# 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 |

| 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**<br>*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**<br>*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**<br>*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**<br>*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**<br>*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. | | | | | | | 517 |
| | 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**<br>*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. | | | | | | | 518 |
| | 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**<br>*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. | | | | | | | 519 |
| | 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**<br>*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. | | | | | | 520 | |
| | 3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus.<br>a. Writing To Learn<br>b. Inquiry<br>c. Collaboration<br>d. Organization<br>e. Reading to Learn<br>f. AVID Weekly<br>g. Learning Walks<br>h. College & Career Awareness<br>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**<br>*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**<br>*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. | | | | | | 522 | |
| | 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

# Dunbar Middle School

# 2023-2024 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

## 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.

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2901 23rd St
Dickinson, TX 77539-3553
(281) 229-6600 Phone
(281) 229-6601 Fax

## School Population (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

**Student Total** 527
5th Grade
6th Grade

## 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 Temeka Brown

## 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

**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

## 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% |

## 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% |

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

## Staff Information (2021 - 2022 Fall PEIMS file loa

Administrative Support
Teacher
Educational Aide
Auxiliary

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**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

**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.

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# 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:

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- >70% retention rate of professional staff members (all staff)
- 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 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. 535

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** 537

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



**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

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

**Performance Objective 1:** 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.<br>**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.<br>**Staff Responsible for Monitoring:** All Teachers<br>Academic Coaches<br>Administration<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- Additional Targeted Support Strategy**<br>**Funding Sources:** - 211-Title IA - $10,025 | | | | 545 |

| 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.<br>**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<br>**Staff Responsible for Monitoring:**<br>Math teachers. Other: Academic Coaches, Curriculum Specialist<br>- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools<br>- **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.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Staff<br>- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools<br>- **Additional Targeted Support Strategy** | | | | 546 |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Students who did not meet standard on the STAAR Reading and/or Math administrations will be provided with research-based interventions during the school day to close the gaps<br>**Strategy's Expected Result/Impact:** Interventions will be provided to students who do not meet standards on assessments.<br>**Staff Responsible for Monitoring:** ELA and Math Instructional Staff<br>- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools<br>- **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.<br>**Strategy's Expected Result/Impact:** Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings.<br>**Staff Responsible for Monitoring:** Teachers, Academic Coaches, Campus Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>- **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.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Staff<br><br>- **Additional Targeted Support Strategy** | | | | |



| 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.<br>**Strategy's Expected Result/Impact:** Weekly Lesson Planning and Professional Learning agendas and sign in sheets.<br><br>Review of instructional practices embedded into the LP. Observations of instructional practices during classroom/ campus observations.<br>**Staff Responsible for Monitoring:** Instructional Staff<br><br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>- **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.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Staff<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- 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.<br>**Strategy's Expected Result/Impact:** Lesson plans and documented walk-throughs. Documentation of attendance at training provided.<br>Evidence of student STAAR or ELL progress measures and TELPAS progress.<br>**Staff Responsible for Monitoring:** All instructional leaders<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- Additional Targeted Support Strategy** | | | | 548 |

 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:** 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 RDA, which is supported by participation in planned district and campus professional development.<br>**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.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br>**- TEA Priorities:** Improve low-performing schools<br>**- Additional Targeted Support Strategy** | | | | 549 |

| 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.<br>**Strategy's Expected Result/Impact:** Anchor Charts and other instructional strategies evidenced in walkthroughs and observations.<br>**Staff Responsible for Monitoring:** Classroom teachers<br>**- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools<br>**- 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.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Staff<br><br>**- TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Evidence of student growth on common assessments and STAAR<br>**Staff Responsible for Monitoring:** Teachers, Instructional support staff<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- Additional Targeted Support Strategy** | | | | 550 |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** 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.<br>**Strategy's Expected Result/Impact:** Documented walk-through data<br><br>STAAR results for the economically disadvantaged student group.<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- Additional Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | 551 |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Evidence of student growth on common assessments and STAAR.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Support Staff<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- 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.<br>**Strategy's Expected Result/Impact:** Evidence of student growth on CA.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Support Staff<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- 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.<br>**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.<br>**Staff Responsible for Monitoring:** TIDES and SAILS teachers<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- Additional Targeted Support Strategy** | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Reading level data (MAP, DRA).<br>Student CA and STAAR results.<br>**Staff Responsible for Monitoring:** Campus dyslexia teacher | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

552

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

**Performance Objective 1:** 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.<br>**Strategy's Expected Result/Impact:** Records of students who met the goal, lists of incentives and rewards.<br>**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<br>**Strategy's Expected Result/Impact:** Attendance records, campus counselor/social worker records, transportation logs.<br>**Staff Responsible for Monitoring:** Homeless Liaison<br><br>**Funding Sources:** - 211-Title IA | | | | 553 |

| 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.<br>**Strategy's Expected Result/Impact:** Attendance records, campus counselor/social worker records, transportation logs.<br>**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:** 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 | | | |
|---|---|---|---|---|
| **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 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying.<br>**Staff Responsible for Monitoring:** Counselor | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Campus will participate in Red Ribbon Week. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Schedule of events | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Counselor | | | | 554 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Campus interdisciplinary teams will develop a consistent set of expectations, rules and consequences through restorative practices. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Decrease in referrals<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Students in ISS/OSS will participate in and complete targeted character-building lessons prior to returning to class. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Skyward ISS/OSS data collected every three months should show a reduction in repeat offenses.<br>**Staff Responsible for Monitoring:** Administration | | | | |

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:** 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).<br>**Strategy's Expected Result/Impact:** Safe and orderly drills within expected time frame.<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

555

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

**Performance Objective 4:** 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.<br>**Strategy's Expected Result/Impact:** PE, lesson plans and documented walk-through, observations.<br>**Staff Responsible for Monitoring:** Administrators | | | | |

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

556

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

**Performance Objective 1:** 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.<br>**Strategy's Expected Result/Impact:** Increase in Parent Engagement<br>**Staff Responsible for Monitoring:** All Staff<br><br>**TEA Priorities:**<br>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.<br>**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<br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend.<br>**Staff Responsible for Monitoring:** Counselor, Academic Coaches<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>- **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.<br>**Strategy's Expected Result/Impact:** Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor<br><br>**TEA Priorities:**<br>Improve low-performing schools | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

558

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

**Performance Objective 2:** 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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Increase in Parent Engagement<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools | | | | 559 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase in Parent Engagement<br>**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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets from meetings. Documented phone calls from teachers/ administrators.<br>**Staff Responsible for Monitoring:** Teachers<br><br>**TEA Priorities:**<br>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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal and teachers | | | | |



No Progress


Accomplished

Continue/Modify

Discontinue

560

**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:** 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<br>**Strategy's Expected Result/Impact:** Retention rate of new staff<br>**Staff Responsible for Monitoring:** Teachers<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Meeting minutes. Retention of effective teachers.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools | | | | |

561

| 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers.<br>**Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification.<br>**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.<br>**Strategy's Expected Result/Impact:** Evidence of attendance at certification training. SBEC records reflect certification.<br>**Staff Responsible for Monitoring:** Campus Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

562

**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:** 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.<br>**Strategy's Expected Result/Impact:** Number of teachers who meet the qualifications for GT certification.<br>**Staff Responsible for Monitoring:** Teachers<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- 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.<br>**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.<br>**Staff Responsible for Monitoring:** Teacher<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- Additional Targeted Support Strategy** | | | | 563 |

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

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

**Performance Objective 3:** The instructional leadership team will provide monthly professional development on instructional strategies of such as 7-Steps, Lead4ward, Teach Like a Champion, and AVID-WICOR and participation will be documented on sign-in sheets

**Evaluation Data Sources:** Sign-In Sheets and Training Agendas

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.<br>**Staff Responsible for Monitoring:** Campus instructional and support staff<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**- TEA Priorities:**<br>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:** 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.<br>**Strategy's Expected Result/Impact:** Financial records<br>**Staff Responsible for Monitoring:** Principal, Secretary | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

565

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

**Performance Objective 2:** 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.<br>**Strategy's Expected Result/Impact:** Work orders entered and completed.<br>**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.<br>**Strategy's Expected Result/Impact:** Work orders entered and completed.<br>**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.<br>**Strategy's Expected Result/Impact:** Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed.<br>**Staff Responsible for Monitoring:** Campus Principal | Nov | Jan | Mar | June |
| | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# 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 |

568

# 2023-2024 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 |

570

# Addendums

571

# 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**<br>*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**<br>*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**<br>*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**<br>*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 | 576 |
| | 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**<br>*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**<br>*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 | 578 |
| | 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**<br>*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) | | | | | | |
| | 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**<br>*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 | 580 |
| | 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**<br>*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) | | | | | | |



**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**<br>*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) | | | | | | |

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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**:

| **CULTURE**<br>*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 | 583 |
| | 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**<br>*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) | | | | | | 584 |
| | 2) | | | | | | |
| | 3) | | | | | | |
| | 4) | | | | | | |
| | 5) | | | | | | |

**Progress Measures**: (○) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# Dickinson Independent School District

# Elva C. Lobit Middle School

# 2023-2024 Campus Improvement Plan

**Accountability Rating: C**

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# Mission Statement

The mission of Lobit Middle School is to guarantee an inclusive environment in which ALL students learn at HIGH levels every day through a culture of collaboration focused on social and emotional learning and academic achievement.

# Vision

The staff at Lobit Middle School believe that ALL students are valued and capable of learning at high levels. We ensure that we will hold ourselves and our students accountable to our collective commitments. We are committed to continuing our own professional learning because our learning becomes the catalyst to student learning. We will develop strong relationships and provide relevant resources, support, and opportunities for continual growth academically, socially, and emotionally.

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# Comprehensive Needs Assessment

**Revised/Approved: September 5, 2023**

## 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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# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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

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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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- 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
- 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
- T-TESS data
- T-PESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

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

**Performance Objective 1:** 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:** STAAR results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Administer and analyze district reading, math, writing, and science assessments.<br>*disaggregate results by teacher<br>*disaggregate by student groups<br>*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<br>**Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Funding Sources:** - No Funding Required | | | | 592 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** District Curriculum Specialist, Literacy Academic Coach, Classroom teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Academic Coaches<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** Lesson plans<br>Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Academic Coaches<br><br>**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.<br>**Strategy's Expected Result/Impact:** Lesson Plans<br>Increase in campus/district/state assessment scores<br>**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.<br>**Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Funding Sources:** - No Funding Required | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Adhere to district guidelines and training for Response to Intervention by:<br>*conducting monthly grade level meeting to review Tier 1 strategies for students and determine if additional supports are needed<br>**Strategy's Expected Result/Impact:** Fewer students performing below grade level<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, SIT Team<br><br>**- TEA Priorities:**<br>Improve low-performing schools<br>**Funding Sources:** - No Funding Required | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Conduct SIT meetings to develop Tier 2 plans of intervention for students struggling to master grade level TEKS and STAAR objectives after universal interventions have been tried<br>**Strategy's Expected Result/Impact:** Fewer students performing below grade level<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, SIT Team<br><br>**Funding Sources:** - No Funding Required | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Through We Learn Wednesdays, training opportunities for teachers will provide best practice tools to enhance instruction.<br>*reading strategies for math, science, and social studies teachers<br>* cross-curricular Lead4ward strategies<br>**Strategy's Expected Result/Impact:** Increase in number of students performing on grade level and an increase of campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Teachers and Campus administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA, - 199-SCE | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 10:** Provide opportunities for general education teachers, special education teachers, fine arts teachers, pe teachers, and Instructional Coaches time to collaborate on individual student needs to ensure success to all students, in all settings.<br>**Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Teachers and Campus administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Increase in state test scores<br>**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.<br>*TEKS Tuesday and Content Team Time utilizing the four questions of the PLC process<br>*Creating exemplars of student mastery<br>*Analyzing student work and comparing to the exemplar<br>*Using data to determine Just In Time Intervention<br>*Begin the RtI at Work Process<br>**Strategy's Expected Result/Impact:** Increase in campus/district assessments, state assessment scores<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Coaches<br>Teachers<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools | | | | 595 |

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:** 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.<br>**Strategy's Expected Result/Impact:** Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Classroom Teachers<br>Instructional Coaches<br><br>**- TEA Priorities:**<br>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:<br>*Introduction to WICOR<br>*One-Pagers, Quick writes, sentence stems, and focused note-taking<br>*Essential questions, levels of thinking<br>*Whip around, Stand/Talk/Sit, WICOR Buddies<br>Collaboratively marking the text, writing in margins<br>**Strategy's Expected Result/Impact:** Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>AVID Instructional Team<br><br>**- TEA Priorities:**<br>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<br>**Strategy's Expected Result/Impact:** Increase in students performing on grade level and an increase in campus/ district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Coaches | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** 100% of students in special education will show one year's worth of growth on reading and math STAAR.

**High Priority**

**Evaluation Data Sources:** 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.<br>**Strategy's Expected Result/Impact:** Increase in growth of campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Coaches<br>RISE Teachers<br><br>**- TEA Priorities:**<br>Improve low-performing schools | | | | |

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| 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<br>**Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Case Managers<br><br>**- TEA Priorities:**<br>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:** 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<br>*academic vocabulary, brick and mortar words<br>*7 Steps to a Language Rich Classroom<br>**Strategy's Expected Result/Impact:** Increase campus/district/state assessment score<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers<br>**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<br>**Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Classroom teachers, Instructional Coaches<br>**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<br>**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

600

**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<br>**Strategy's Expected Result/Impact:** Increase in TELPAS results<br>Increase in campus/district/state assessment scores<br>**Staff Responsible for Monitoring:** Classroom teachers<br><br>**Funding Sources:** - Local Funding, - 255-Title IIA | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

601

**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 |
| **Strategy 1:** Display college plaques in the classroom<br>**Strategy's Expected Result/Impact:** Increase in college awareness<br>**Staff Responsible for Monitoring:** Counselor, Classroom Teacher | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 2:** Promote higher level education by incorporating conversations during morning meeting, promotion of wearing college shirts, AVID bulletin boards<br>**Strategy's Expected Result/Impact:** Increase in college awareness<br>**Staff Responsible for Monitoring:** Counselor, Classroom Teachers | Nov | Jan | Mar | June |
| | | | | |



No Progress


Accomplished

Continue/Modify

Discontinue

602

**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.<br>**Strategy's Expected Result/Impact:** Increase in on-task behavior increases opportunity to learn in the classroom<br>Increase in student performance<br>**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<br>*Treatment Agreements in every classroom<br>*Planned 60 Second Relate Breaks, 90 Second Sparks, and 2 Minute Connections<br>**Strategy's Expected Result/Impact:** Increase in trust and relationships between teachers and students.<br>Increase in time on-task in classrooms.<br>Decrease in misconduct resulting in office referrals.<br>Increase in student performance.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Leadership Team | | | | 603 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Conduct classroom guidance lessons linked to character trait of the month<br>**Strategy's Expected Result/Impact:** Increase in time on-task in classrooms.<br>Decrease in misconduct resulting in office referrals.<br>Increase in student performance.<br>**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:<br>Rachel's Challenge<br>Red Ribbon Week<br>Kelso's Choice<br>No Place for Hate<br>Finding Kind<br>**Strategy's Expected Result/Impact:** Increase in time on-task in classrooms.<br>Decrease in misconduct resulting in office referrals.<br>Increase in student performance.<br>**Staff Responsible for Monitoring:** Counselor<br>CIS | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Incorporate Project Wisdom into daily messages for students<br>**Strategy's Expected Result/Impact:** Increase in time on-task in classrooms.<br>Decrease in misconduct resulting in office referrals.<br>Increase in student performance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | 604 |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Provide Weekly Character Strong lesson<br>**Strategy's Expected Result/Impact:** Increase in trust and relationships between teachers and students.<br>Increase in time on-task in classrooms.<br>Decrease in misconduct resulting in office referrals.<br>Increase in student performance<br>**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<br>**Strategy's Expected Result/Impact:** Increase in parent engagement<br>Increase in student attendance<br>Increase in student performance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Office Staff, Classroom Teachers<br><br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Promote parent involvement through<br>*Title 1 Parent Meeting<br>*Parent Orientation<br>*Parent University sessions<br>*Leviacon<br>*Open House<br>*Monthly "Upcoming Events" newsletters<br>*Teacher Web Pages<br>*Sunshine calls - BOY, MOY, and EOY<br>*timely information delivered on child's assessment results<br>**Strategy's Expected Result/Impact:** Increase in parent involvement<br>Increase in student performance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers<br><br>**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<br>**Strategy's Expected Result/Impact:** Increase in parent involvement<br>Increase in student attendance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increase in parent involvment<br>**Staff Responsible for Monitoring:** Principal, Terri Bruce<br>Assistant Principal, Nancy Segura<br>Counselor, Patrice Carhart<br>Teacher, Christy Littleton<br>Teacher, LaWanda Williams<br>Parent, Larissa Alvarado<br>Business Partner, Mary Bass | | | | 606 |

| 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<br>*incorporate buddy system for new enrollees<br>*Public School 101 protocol<br>**Strategy's Expected Result/Impact:** Increase in student attendance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor<br><br>**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.<br>**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

607

**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:<br>*introduction to grade level curriculum, scope and sequence, TEKS and STAAR objectives<br>*in-depth look at curriculum, curriculum calendars, TEKS and STAAR objectives<br>*discussion on differentiation teaching of GT, IEP modifications, and 504 accommodations<br>*learning walks<br>*peer observations<br>**Strategy's Expected Result/Impact:** Increase in understanding of grade level expectations<br>Increase in student performance<br>**Staff Responsible for Monitoring:** Principal Assistant Principal, Counselor, Mentor Teachers<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - Local Funding | | | | 608 |

| 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.<br>**Strategy's Expected Result/Impact:** Teacher understanding of campus and district procedures<br>Lower teacher turnover rate<br>**Staff Responsible for Monitoring:** Director of Professional Development<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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:<br>*informal meetings with principal<br>*meeting with mentor to discuss various topics<br>*grade level meetings<br>*campus PLCs<br>*district and campus professional development<br>**Strategy's Expected Result/Impact:** Teacher understanding of campus and district procedures<br>Lower teacher turnover rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers<br><br>**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<br>**Strategy's Expected Result/Impact:** Staff development will be relevant to the needs of the teachers<br>**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<br>*birthday shout-outs<br>*pass a smile notebook<br>*perfect attendance shout-out<br>*employee of the month shout out<br>*holiday planned fun<br>*quarterly pot luck<br>**Strategy's Expected Result/Impact:** Teacher feelings of worth<br>lower staff turnover<br>**Staff Responsible for Monitoring:** Hospitality Committee of Teachers | | | | |



 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** Through efficient and effective management of resources and operations, campus support will be maximized.

**Evaluation Data Sources:** Balanced budget maintained 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.<br>**Strategy's Expected Result/Impact:** Teachers will have appropriate resources<br>Increase in student performance<br>**Staff Responsible for Monitoring:** Principal, Secretary | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

610

# 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 |

611

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Schumann, L | Instructional Coach | | 1 |

612

# 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 |

615

# Addendums

616

| 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

# Barber Middle School

# 2023-2024 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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# Comprehensive Needs Assessment

**Revised/Approved: April 19, 2023**

## Demographics

**Demographics Summary**

**Leader:** Elizabeth Loupe

**Committee members:** Callie Harmon, AMber Yokum, Tanya Morris, Chad Hulse, Jennifer Overton, Zylia Stearns

**Date:** April 19, 2023

**Summary:**

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John and Shamarion Barber Middle School is a Title I campus in Dickinson Independent School District. Barber Middle School opened its doors in August of 2008 and serves predominantly low socioeconomic families. Barber middle school serves approximately 581 students in grades 5 and 6, of which 69% of them are considered economically disadvantaged. Our student body is made up of 49.4% female and 50.6% male. Broken down by ethnicity the student populations are as follows: 336 Hispanic (57.8%), 165 White (28.3%), 56 African American (9%), 14 Two or more (2%), 4 Asian (>1%), 0 American Indian - Alaskan Native (0%), 379 Economically Disadvantaged (65%). The average daily attendance rate for students is 94%.

There were a total of 179 discipline referrals from August 2022 to April 2023. Referral rates by demographics are 47% Hispanic, 26% White, 25% African American, and less than 1% for multiracial and Asian. Breaking our data down by number of offenses we have 83% of our students who have not received a write up. We have 49 students who have one referral, 24 students who have received two referrals, 14 students who have three referrals, four students who have received four referrals, and 8 students that have received 5 or more referrals this school year.

John and Shamarion Barber Middle School Campus serves 59 504 students, 102 Special Education students, 60 Gifted and Talented students, 189 STEM students. Our campus is in its 8th year of implementation of the STEM program at our campus.

Our teacher demographics are varied as well. 34 teachers completed the demographics survey.  According to the survey results, at Barber Middle School 7.6% of teachers have 20 or more years of experience, 47.1% with 11-20 years of experience, 23.5% with 6-10 years of experience, 5.9% with 1-5 years of experience, and 5.9% of first-year teachers.  In addition to teachers initial certification we have 28 teachers with ESL certifications, 13 with Gifted and Talented certifications, 12 with SPED certifications, and 1 with Bilingual certifications.

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Teacher Demographics:

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**Demographics Strengths**

## Campus Strengths:

- 482 students have not had a discipline referral
- Over half of staff have 11 or more years of experience
- Students with multiple discipline referrals are low
- Only 31 girls have had a discipline referral
- Diverse students populations
- Over 70% of our staff are ESL certified
- 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 Bucks.
- 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 grades and attendance

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our students are lacking skills for conflict resolution, which has increased the number of discipline referrals, specially in males. **Root Cause:** The campus lacks necessary personnel, training, and resources to help with student conflict resolution and behavior management.

**Problem Statement 2:** Attendance rates have steadily decreased since COVID-19 Pandemic, which is affecting student achievement. **Root Cause:** Lack of parent involvement, transportation issues, and communication from teachers.

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# Student Achievement

### Student Achievement Summary

**Facilitator**: Brandi Peterson
**Committee Members**: Erdberg, Almendarez, McIndoe, McCulloch, Pedraza, Thibodeaux
**Date**: April 19, 2023
**Location**: Cafeteria

## Summary:

Despite the immeasurable and damaging effects the pandemic caused throughout education, Barber Middle School has held strong to solid, progressive gains in overall student STAAR performance over the last couple of years. These gains have been the product of teachers utilizing effective instructional strategies (Lead4Ward, PLC/RtI@work, WeWrite/KAT, etc.), a comprehensive curriculum that includes consistently implementing and refining the 15-Day Challenge, the process of PLC during team collaboration, identifying individual student needs, and providing targeted interventions and supports to address those needs throughout the year. Staff members will continue to use the most current STAAR Interim, Map, Common Assessment, and CFA data to provide interventions and extensions to meet the needs of all students.

Throughout the year, 5th and 6th grade students have increased their performance on their STAAR Interim and Map tests. However, the achievement gap still persists between the performance of our White students and Black and Hispanic students. Teachers will continue to work within the professional learning community to provide multiple layers of support through the Summit K-12 language program, small group instruction during GGT and throughout the day, IXL, LLI, ST Math, and other web-based programs, so students are able to receive differentiated and individualized



### Student Achievement Strengths

## Campus Strengths:

- **STAAR Math Overall**:  85% approaches, 54% meets, 26% masters
  - *Economically Disadvantaged*: 81% approaches, 44% meets, 26% masters
  - *White Student Group*: 91% approaches, 61% meets, 36% masters
  - Students Receiving Special Education Services: 18% masters
- **STAAR Reading Overall:** 76% approaches, 45% meets, 27% masters
  - *2 or more races Student Group*: 91% approaches, 56% meets, 45% masters

- *White Student Group*: 83%approaches, 58% meets, 41% masters (185 students)

- **For STAAR Science White Student Group:** 81% approaches, 53%meets, 28% masters (72 students)
- Multi-Tiered Systems of Supports are built into the Master Schedule
  - GGT (refined to include small group instruction)
  - Tier 2 Interventions planned before assessments and implemented w/immediacy
  - Technology applications that can individualize instruction are being utilized
  - Summit K-12 used with fidelity to help increase the performance of our EB students on TELPAS

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** The overall approaches, meets, and masters percentages for science fell significantly behind the campus averages for Math and Reading. **Root Cause:** Science teachers are having to fill a lot of gaps in student knowledge while also teaching what will be tested. These gaps may stem from lack of science exposure in elementary school since it is not one of the tested subjects. The elementary schools' allocation of instructional minutes for science may not provide enough time for students to participate in labs and hands-on learning.

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**Problem Statement 2:** There is a clear achievement gap in academic performance on STAAR that exists between our White student group and our Black/Hispanic student groups. **Root Cause:** Data shows that our Black and Hispanic students make up the majority of our Economically Disadvantaged student group. This, in turn, can contribute to a myriad of negative educational outcomes. Students who are economically disadvantaged are more likely to be from households with one parent/guardian, have less experiences, are more likely to lack academic vocabulary knowledge, and possibly have to

# School Culture and Climate

**School Culture and Climate Summary**

**Leader:** Alex Tews

**Date:** April 19, 2023

**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 90 minute 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**

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Campus Strengths:

- Campus-wide routines are clearly communicated (100% of staff surveyed agree)
- Procedures are efficient and school runs smoothly (100% of staff surveyed agree)
- 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
- Behavior Coach provides appropriate support and meets needs of staff
- Parent communication is strong

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Gator Grow Time should be included on the content team planning agenda to show a plan for embedded practice for students. **Root Cause:** Gator Grow Time is not being planned collaboratively by content teams during CT meetings in all content areas. In some content areas, the instructional coach is planning and leading everything.

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# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

**Leader:** Erika Lacey
**Committee Members:** Michael Fontaine, Teresa Challenger, Darnel Marfnas, Ducenea Ortiz, Sarah Ohajai, Melody Amaya
**Date: April 24, 2023**

**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.

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We have some support systems set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/ mentor teachers, content based collaborative teams, academic/instructional coaches, behavior coaches, and administrators. The district and BMS have adopted a Mentor/Protege program that meets regularly throughout the year and new to BMS teachers, novice or experienced, are given buddy teachers to help with school wide procedures, expectations, curriculum, etc.

BMS always strives to ensure that retention rates remain high at our campus and in order to accomplish these goals, we are constantly learning new instructional tools through Lead4ward, AVID, 7 Steps, Solution Tree, etc. We meet regularly for faculty meetings and PLC's to learn about these various instructional tools. With the current pandemic restrictions, our district and campus provided various training in technology based programs to facilitate virtual learning.

**Staff Quality, Recruitment, and Retention Strengths**

**Campus Strengths:**

- All BMS staff members meet the requirement of highly qualified according to our district and state requirements
- Our district uses multiple avenues for recruiting highly qualified candidates
- Professional development is offered on the district and campus level (virtually and face to face)
- We set 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
- New to BMS teachers meet each nine weeks to freely ask questions and observe established campus teachers (from BMS and other DISD campuses)
- 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
- 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. 639 **Root Cause:** Varying routines, procedures, and expectations between collaborative teams, as well as a lack of positive relationships between teacher, student, and other staff members.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

**Leader:** Christy Littleton
**Committee Members:** Rakeisha Walker, Alberto Lujan, Rina White, Christy Lynn, Kishwar Qureshi
**Date Committee Met:** April 19, 2023

**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 received all their services in the general education classroom with an inclusion teacher in both math and reading. We also service almost 100 students in our Bilingual and ESL programs. 60 Gifted and Talented students follow an Honors curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum. The 2022-2023 school year marked the seventh year of the STEM program at Barber Middle School with 95 fifth graders and 100 6th graders.

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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 IXL. Tier 3 intervention is provided through the aforementioned programs all throughout the day at different scheduled times.

**Curriculum, Instruction, and Assessment Strengths**

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**Campus Strengths:**

- Common formative assessment implementation
- Data analysis protocols
- Chromebook carts in every classroom
- Schoology
- IXL - math intervention at all tiers
- 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
- Sustaining the PLC @ Work framework
- Mining for gold
- Identified essential standards to guide instruction
- Career Day
- 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

- A focus on Tier 2 in class
- Use of Desmos - math curriculum
- Implementation of KAT/WeWrite across science, RLA, math
- Administration was more active in walk throughs and provided valuable feedback
- Campus professional learning is more focused
- STEAM got time to plan with their fellow subjects
- The planning days each quarter to meet to plan and schedule

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** We need a more streamlined system for Tier 3 Intervention, along with updated, valuable resources that support current educational trends, district initiatives, and the time allotted. **Root Cause:** The biggest cause for this is a lack of resources and lack of a streamlined process from the district.

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# Parent and Community Engagement

**Parent and Community Engagement Summary**

**Leader:** Melissa Carpenter

**Committee Members:** Elizabeth Brown, Crystal Pilcher, Rumaldo Saenz, Karen Smith, Laura Teatsworth

**Date Committee Met:** April 19, 2023

**Summary:**

This school year we experienced a decrease in parent engagement compared to last school year. We saw less than 20% of our students' families. STEAM and Pre-AP families still have a higher participation rate than regular and special education families but even that was much lower this year. 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 and in person 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**

- **Campus Strengths:**
  - Great teacher retention (23-24 will look different because of the new school opening and teachers being moved around due to grade levels shifting)
  - Committed staff
  - People generally feel welcomed
  - Supportive administration
  - Clear and concise rules and expectations
  - Safe & Civil works well to resolve problems
  - STEAM has a great turnout for all school functions
  - Great paraprofessional support

**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:** Overall low participation in 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

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# School Context and Organization

**School Context and Organization Summary**

**Leader:** Jenna McClung

**Committee Members:** Allison Overton, Christi Cossey-Wallace, Gina Surovik, Kaylee Hawkins, Traci Zamarripa

**Date Committee Met:** April 19, 2023

**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 92 Safe & Civil concerns that were reported. The top 5 concerns were car rider expectations (14%), behavior (12%), lunch procedures (11%), dismissal (9%) and student transitions (8%). Other concerns that were reported as a campus were: Gator Grow Time, cellphones, breakfast, student supervision, bus dismissal, dress code, parent teacher interactions, use of the elevator, and concerns with administration. Each category represented less than 5% of the reports.

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**School Context and Organization Strengths**

- **Campus Strengths:**
  - Improved daily scheduled intervention time with content specific days and intentionally planned and use of all teachers and paraprofessionals (revised from last year to fit the needs that were indicated by staff).
  - Safe & Civil is represented by a diverse group of school leaders to adjust needs according to campus feedback and communicate solutions to the staff at the conclusion of their meetings.
  - Positive Behavior Intervention and Supports (PBIS) introduced this year.
  - Teachers and students routinely set goals focussing on essential standards and include student assistance based on frequent common formative assessments to meet the needs of the students. Monitoring and celebrating progress individually and as a class.
  - Welcoming students in the morning with positive interactions, students understand the expectations of breakfast, gym, and dismissal to class. We have also initiated karaoke Fridays!
  - All campus initiatives, routines, and procedures are aligned with the district goals including mission statement, vision statements, and objectives.

**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

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# Technology

**Technology Summary**

**Leader:** Chelsea Winters
**Committee Members:** Kandi Dansby, Kaycee Gilbreath, Ryan Janak
**Date:** April 19th, 2023
***Sign-in sheet, agenda, and handouts attached***

**Summary**: At Barber Middle School, all content classes are equipped with classroom chromecarts to utilize for instruction. All classrooms have a teacher computer, new document camera, projector, and Mimeo Board. Teachers have the option to check out laptops for personal use and professional development. There are also webcams and SWIVLS available for virtual instruction, professional learning, and meetings. It is our goal to continue to increase the number of reliable and updated devices for all classrooms on campus, including electives. Teachers are familiar with Zoom, Classlink, Eduphoria, Skyward, Formative, IXL, and are using Schoology for digital instruction. Most teachers are integrating technology at a *proficient* level but the tasks students are being asked to complete do not extend their learning. For teachers to achieve an accomplished status, regular training should be provided on the TPACK model and blended learning to help teachers use technology to extend learning.

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**Technology Strengths**

**Campus Strengths:**

- Content teachers were given the option to be provided with a laptop
- Content teachers have a Chromecart with devices for each student
- Teachers have a positive mindset and want to use technology
- Teachers use Schoology regularly
- Students have access to ST Math, IXL, Formative, and other internet based education programs
- Students have access to Class Link which is user friendly and seamlessly logs them on to their other accounts
- All students have access to a Google Account
- Students have access to eBooks
- Blended Learning during Gator Grow Time
- STEAM Academy
- Makerspace Technology
- Robotics

**Problem Statements Identifying Technology Needs**

**Problem Statement 1:** The technology hardware available for teacher instruction is outdated or does not work effectively. **Root Cause:** There is a lack of funding, slow turn around on replacing devices, and lack of teacher involvement on technology purchasing decisions.

**Problem Statement 2:** The device distribution on campus is not equitable because the classes that are non-tested subjects have less devices and elective teachers have none **Root Cause:** Chromebooks were retired last summer and there was not enough money in the budget to replace the ones that were removed from the campus.

# 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

650

**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
- 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

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

**Performance Objective 1:** 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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Team Leaders<br><br>**- TEA Priorities:**<br>Connect high school to career and college | | | | 652 |

| 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.<br>**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<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documented walk-through observations by Administrators. CBAs, Reading records, and student performance at Final Level.<br>**Staff Responsible for Monitoring:** ELA Staff<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** Classroom walk-throughs and lesson plans.<br>Improved student performance in Math for all student groups on CBAs and STAAR.<br>**Staff Responsible for Monitoring:** Math Curriculum Specialists, Math Department teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - Local Funding | | | | 653 |

| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Staff<br><br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**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<br><br>- **TEA Priorities:**<br>Build a foundation of reading and math<br>**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<br><br>**Funding Sources:** - 211-Title IA, - IDEA B | | | | |

| Strategy 8 Details | Reviews | | | 654 |
|---|---|---|---|---|
| **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<br><br>**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<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of coaching time will result in improved classroom instructional practice.<br>**Staff Responsible for Monitoring:** Administration<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Lesson plans and instruction will be aligned with the TEKS.<br>**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.<br>**Strategy's Expected Result/Impact:** Reading level data (STaR, DRA).<br>Student CBA and STAAR results.<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Use of vocabulary strategies evidenced in walkthroughs and observations.<br>**Staff Responsible for Monitoring:** Classroom teachers<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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:** 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.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Staff<br><br>**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.<br>**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,<br>**Staff Responsible for Monitoring:** Campus administrators<br><br>- **TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA | | | | 657 |

| 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.<br>**Strategy's Expected Result/Impact:** Documentation of ESL prep course attendance.<br>Individual SBEC records documenting ESL certification applied to current certification.<br>**Staff Responsible for Monitoring:** Classroom teachers<br><br>- **TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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

658

**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.<br>**Strategy's Expected Result/Impact:** Documented walk-through data<br>IEP goals and STAAR results for the special education student group.<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**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.<br>**Strategy's Expected Result/Impact:** Lesson plans, documented walk-throughs.<br>Increase in student performance on individual SEs identified for improvement.<br>**Staff Responsible for Monitoring:** All teachers serving identified Special Education and at-risk students.<br><br>**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.<br>**Strategy's Expected Result/Impact:** ELPS strategies seen in walk throughs and observations. Improvement of special education student scores throughout the school year.<br>**Staff Responsible for Monitoring:** Classroom teachers<br><br>**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.<br>**Strategy's Expected Result/Impact:** Classroom observations of implementation of model. Documentation of planned training to support implementation.<br>Special Education assessment scores (CBA, STAAR) will improve.<br>**Staff Responsible for Monitoring:** Classroom teachers<br><br>**Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

660

**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.<br>**Strategy's Expected Result/Impact:** Improved health and fitness through Fitness Gram conducted in the Spring<br>**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.<br>**Strategy's Expected Result/Impact:** Increase in student achievement, motivation, interest in college and career<br>**Staff Responsible for Monitoring:** Campus administration, District administration, teachers | | | | 661 |

| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Counselor, administration, teachers<br><br>**ESF Levers:**<br>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%.

**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.<br>**Strategy's Expected Result/Impact:** Records of students who met the goal, lists of incentives and rewards.<br>**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<br>**Strategy's Expected Result/Impact:** Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance.<br>**Staff Responsible for Monitoring:** Counselor, District Social worker<br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | 662 |

 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.<br>**Strategy's Expected Result/Impact:** Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success<br>**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.<br>**Strategy's Expected Result/Impact:** Skyward ISS/OSS data collected every 3 months. PBMAS improvement on ISS/OSS placement of Special Education students.<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Documentation on student referrals<br>**Staff Responsible for Monitoring:** Assistant Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

663

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

**Performance Objective 3:** 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.<br>**Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals.<br>**Staff Responsible for Monitoring:** Counselor<br><br>**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.<br>**Strategy's Expected Result/Impact:** Schedule of events.<br>Survey of students.<br>**Staff Responsible for Monitoring:** Counselor | | | | 664 |

| 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.<br>**Strategy's Expected Result/Impact:** Increased positive relationships between teachers and students, and students and students.<br>**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.<br>**Strategy's Expected Result/Impact:** Increased awareness of what to do in emergency situations<br>**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.<br>**Strategy's Expected Result/Impact:** Parent attendance at meetings, increased student academic performance in class and on local and state assessments.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | 665 |

| 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.<br>**Strategy's Expected Result/Impact:** Meeting sign-in sheets at activities. Increased volunteers for BMS actively engaged in improving BMS academic goals.<br>**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.<br>**Strategy's Expected Result/Impact:** Increase the level of parent participation<br>**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.<br>**Strategy's Expected Result/Impact:** Increase communication between school and home<br>**Staff Responsible for Monitoring:** Campus Administration, teachers | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

666

**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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets from meetings. Documented phone calls from teachers/ administrators.<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Counselor<br><br>**Funding Sources:** - Local Funding | | | | 667 |

| 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.<br>**Strategy's Expected Result/Impact:** Documentation of sign-in sheets of parents and students attending.<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend.<br>**Staff Responsible for Monitoring:** Counselor<br><br>**Funding Sources:** - 211-Title IA - 6499, - Local Funding | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** In March, BMS will host a College Day for parents and all students.<br>**Strategy's Expected Result/Impact:** Student attendance at College Day. Number of parent volunteers.<br>**Staff Responsible for Monitoring:** Principal, counselor, and lead teachers<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor<br><br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal<br><br>**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<br>**Strategy's Expected Result/Impact:** Surveys released for input.<br>Results and analysis of surveys.<br>**Staff Responsible for Monitoring:** Assistant Principal<br><br>**Funding Sources:** - No Funding Required | | | | |

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

669

**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.<br>**Strategy's Expected Result/Impact:** Survey distributed to staff once each semester. Majority of surveys will be positive.<br>**Staff Responsible for Monitoring:** Campus principal<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion.<br>**Staff Responsible for Monitoring:** Campus principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** 100% of teachers who are new to the campus (but not necessarily new to the profession) will be assigned a mentor to provide support and assistance with campus procedures and expectations.

**Evaluation Data Sources:** On the staff survey administered each semester, of those who respond to the mentor questions, at least 90% of the questions will be answered with "Strongly Agree" or "Agree".

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Retention rate of new staff.<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Meeting minutes. Retention of effective teachers.<br>**Staff Responsible for Monitoring:** Campus administrators | | | | |



| 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers.<br>**Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification.<br>**Staff Responsible for Monitoring:** Executive Director of Human Resources, Campus Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Evidence of attendance at certification trainings.<br>SBEC records reflect certification.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - Local Funding, - 255-Title IIA, - IDEA B, - Local Funding | | | | 672 |

 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%; 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.<br>**Strategy's Expected Result/Impact:** Number of teachers who meet the qualifications for GT certification.<br>**Staff Responsible for Monitoring:** Campus principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - 255-Title IIA, - Local Funding | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

673

**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.<br>**Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.<br>**Staff Responsible for Monitoring:** Campus instructional and support staff<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA B, - Outside Agency | | | | 674 |

| 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff.<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.<br>**Staff Responsible for Monitoring:** Campus admin and instructional staff<br><br>**TEA Priorities:**<br>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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff<br>**Staff Responsible for Monitoring:** Counselor<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |



No Progress 

Accomplished  Continue/Modify  Discontinue

675

**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.

**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.<br>**Strategy's Expected Result/Impact:** Enrollment in a computer application course for 5th grade students.<br>**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.<br>**Strategy's Expected Result/Impact:** Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers.<br>**Staff Responsible for Monitoring:** Campus Technology Committee | | | | |

676

| 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.<br>**Strategy's Expected Result/Impact:** Increase technology on campus<br>**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 | | | |
|---|---|---|---|---|
| **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 | | | | |

677

| 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 |

679

# 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 |

680

| 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

# Dickinson Junior High

# 2023-2024 Campus Improvement Plan

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

***Comprehensive Needs Assessment Process***

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Improvement Committee met on May 18, 2023 to develop the CNA. The meetings were held in the campus library at Dunbar Middle School starting at 3:30 p.m. We plan to meet again on June 29, 2023, September 14, 2023, January 18, 2024, and April 18, 2024 to review and revise the CNA as needed.

| **Campus Improvement Committee** | | |
|---|---|---|
| **Committee Role** | **Name** | **Position** |
| Administrator | Brown, Temeka | Principal |
| Administrator | Mumford-Guyton, Tiffany | Administrator |
| Administrator | Snelson, Clara | Administrator |
| Community Member | King, William | Community Member |
| Community Member | Jackson, Kacee | Community Member |
| Community Member | Jackson, Kyle | Community Member |
| LEA | Robinson, Nathan | STEAM District Coordinator |
| Paraprofessional | Chong, Alena | Instructional Paraprofessional |
| Paraprofessional | Payne, Leslie (Hope) | Registrar |
| Parent | Clough, Dee | Parent-Parker |
| Parent | Stookey, Amanda | Parent-Gabriela |
| Specialized Instructional Support | Gillespie, Chevelle | SS Interventionist |
| Teacher | Walker, Rakeisha | Science Teacher Leader |
| Teacher | Reynolds, Michelle | Math Teacher-Leader |
| Teacher | Harris, Kimberley | AVID Teacher |
| Counselor | Laird, Abbie | Counselor |
| District Leader | Behrendsen,Kathy | DIrector of Federal Programs |
| District Leader | Herrera, Lisa | Director of At Risk, Bilingual and ESL |

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At the meeting on May 18th, the meeting began with introductions and celebrations. The purpose of the committee and the year long process was discussed. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Several handouts were provided to attendees that led discussions during the meeting. The committee was given an overview of the following documents:

- TEA Strategic Priorities
- 8 categories/components for CIP

Then the team reviewed the sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2022 -2023 school year from the feeder pattern schools. Members were asked if they needed any additional data points/information to look at the 8 categories. The committee decided that they had enough information to review the components.

Data Set for Dickinson Junior High CNA

1. Staff Profile
2. MAP Data Winter 2022
3. STAAR Data from 2022
4. DJHS Demographics
5. DJHS Mission and Vision Statements
6. District Wide Survey
7. Discipline Data from McAdams and Lobit Spring 2023
8. Staff Roster with Ethnicity

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The Campus Improvement Committee reviewed the listed data and prioritized the information into strengths and problems by looking at the 8 components one at a time. Committee members were partnered up to look at 1-2 components and data related to their components. Teams shared their strengths and weaknesses to the groups. The committee was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus are as follows:

- Attendance for both students and teachers
- Focus on tier one instruction (professional development) for all students
- Discipline-lower the number of office referrals and placements at the DAEP

These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems. The committee thanked everyone for their participation and reminded everyone of the second CNA meeting on June 29, 2023.

The Campus Improvement Committee reviewed the data listed above to identify areas of strengths and problems.

| | |
|---|---|
| **Demographics:** | **Strengths:**<br><br>• **Diverse student populations**<br>• **Many teachers are GT and/or ESL certified**<br>• **Multiple training opportunities to better prepare staff for our diverse campus, including AVID, Seidlitz, Lead4ward, and Safe and Civil** |
| | **Problems:**<br><br>• **Attendance**<br>• **Discipline**<br>• **Eco Dis Numbers**<br>• **EL data** |
| Student Achievement: | Strengths:<br><br>• The STEM Academy has expanded to junior high. Dickinson Junior High will have STEAM in grades 7 and 8.<br>• Many DJHS teachers will attend district professional development this summer to learn DISD procedures and systems to support the instructional plan established by the district. |
| | Problems:<br><br>• STAAR/MAP Results are lower than the state and district in several areas in both math and reading<br>• Strong instructional strategies are used for first time instruction |
| Family and Community Involvement: | Strengths:<br>687<br>• DJHS has a transition meeting planned for both students and parents<br>• Many families are reaching out via email for support<br>• Calendar with built in parent meetings have been established |
| | Problems:<br><br>• Parent participation in meetings based on meetings from feeder patterns<br>• Parent understanding of what is going on at the junior high level |
| Curriculum, Instruction, and Assessment: | Strengths:<br><br>• District has an established curriculum for all classes and subjects<br>• ELA will be double-blocked in 7th grade to allow more time to develop reading/writing skills among all students.<br>• Interventionist for every content area to provide instructional coaching for teachers and instructional support for students.<br>• Dedicated time during the school day for data analysis and instructional planning<br>• Grade level departments have common planning periods<br>• Planned professional learning during the summer to focus on adjustments to the curriculum |
| | Problems:<br><br>• First-time instruction is not effective for all student groups resulting in low accountable score in domain 3 for both campuses<br>• New comer support is needed for our EB students |

| | |
|---|---|
| **Demographics:** | **Strengths:**<br><br>• **Diverse student populations**<br>• **Many teachers are GT and/or ESL certified**<br>• **Multiple training opportunities to better prepare staff for our diverse campus, including AVID, Seidlitz, Lead4ward, and Safe and Civil** |
| | **Problems:**<br><br>• **Attendance**<br>• **Discipline**<br>• **Eco Dis Numbers**<br>• **EL data** |
| Staff Quality, Recruitment and Retention: | Strengths:<br><br>• Our district uses multiple avenues for recruiting highly qualified candidates<br>• We set and maintain specific campus-wide goals<br>• District and campus novice teacher programs provide support to new teachers<br>• We participate in district, campus, and individual training surveys relating to professional development<br>• Trainings are provided that focus on developing more effective classroom instruction across a variety of student groups and needs |
| | Problems:<br><br>• Turnover rates were high at both feeder schools last school year<br>• Many teachers are coming from different districts and will need differentiated professional development 688 |
| School Culture and Climate: | Strengths:<br><br>• Safe and Civil School will be used as the foundation upon which we will build culture and climate and build the PBIS foundation.<br>• The mission and vision of the campus and district will be clearly articulated from the beginning of the school year.<br>• There will be explicit campus-wide procedures communicated to teachers and practiced during staff development, and those procedures will be taught to students during the first two days of school.<br>• The staff will spend time in August 2023 back to school sessions team building and defining campus core beliefs and norms.<br>• Many teachers are from DISD and will move to DJHS. |
| | Problems:<br><br>• It is hard to determine the needs, without knowing all of the staff. Unsure of their needs.<br>• Focus on maintaining the teachers and staff |

| | |
|---|---|
| **Demographics:** | **Strengths:**<br><br>• **Diverse student populations**<br>• **Many teachers are GT and/or ESL certified**<br>• **Multiple training opportunities to better prepare staff for our diverse campus, including AVID, Seidlitz, Lead4ward, and Safe and Civil** |
| | **Problems:**<br><br>• **Attendance**<br>• **Discipline**<br>• **Eco Dis Numbers**<br>• **EL data** |
| School Organization: | Strengths:<br><br>• After school programs will include athletics, fine arts, tutorials, and various clubs.<br>• Academic coaches and support staff monitor hallways along with teachers posted at incremental stations throughout campus.<br>• Master schedule has been created to provide the opportunity for academic teams to meet during and after school to plan and discuss current and future lessons, and student needs.<br>• Teachers and students routinely set goals and monitor academic growth.<br>• Safe and Civil facilitates campus wide decision making through collaboration and feedback.<br>• Successful implementation of Safe and Civil policies guiding common areas and transitions. |
| | Problems:<br><br>689<br>Both feeder schools are in the 4th quartile for attendance among comparison schools. |
| Technology: | Strengths:<br><br>• Technology class available to students.<br>• Every professional staff member will have a mobile device<br>• Every core content class will have a chromebook cart |
| | Problems:<br><br>• New teachers lack experience with hardware and software that DISD uses |

# Demographics

**Demographics Summary**

Dickinson Junior High School will open as one of 14 Title 1, Part A campuses in the Dickinson Independent School District. Dickinson Junior High will open its doors August 2023 and will serve families from diverse backgrounds, including many from middle and low-income homes. Dickinson Junior High is expected to open with a student enrollment of approximately 920 students in the 6th, 7th and 8th grades. This campus will be a Title I, Part A School-wide Campus

The following data was gathered from the elementary schools and the other junior high schools for students who will attend DJH next year.

**Student Populations:**

| African-American | White | Hispanic | Two or More Races | Native American | Pacific Islander | Asian | America Indian |
|---|---|---|---|---|---|---|---|
| 23% | 33% | 38% | 3% | 1% | 1% | 2% | 1% |

| | 6th Grade | 7th Grade | 8th Grade | SPED | Eco. Dis | EB | 690 |
|---|---|---|---|---|---|---|---|
| **Number of Students** | 332 | 307 | 284 | 181 | 494 | 68 | |
| **Percent** | 36% | 33% | 31% | 20% | 54% | 7% | |

**Staff Populations:**

| African-American | Anglo | Hispanic | Other | Male | Female |
|---|---|---|---|---|---|
| 32% | 42% | 23% | 3% | 17% | 83% |

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** On the 2022 Accountability Summary, Dickinson Junior High School is receiving students from campuses in the 4th quartile for attendance among comparison schools. **Root Cause:** The mobility rate of the same students in district is 9.4%, and we do not have an effective campus-wide system for addressing chronic absenteeism.

**Demographics Strengths**

## Demographics Strengths

Our campus has the following demographic strengths:

- Many teachers are GT and/or ESL certified
- Diverse student population
- Multiple training opportunities to better prepare staff for our diverse campus, including AVID, Seidlitz, Lead4ward, and Safe and Civil

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** On the 2022 Accountability Summary, Dickinson Junior High School is receiving students from campuses in the 4th quartile for attendance among comparison schools. **Root Cause:** The mobility rate of the same students in district is 9.4%, and we do not have an effective campus-wide system for addressing chronic absenteeism.

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# Student Achievement

**Student Achievement Summary**

The following data was gathered from the feeder elementary schools and the other DISD junior highs:

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**Student Achievement Strengths**

Our strengths are:

- The STEM Academy has expanded to junior high.  Dickinson Junior High will have STEAM in grades 7 and 8.
- Many DJHS teachers will attend district professional development this summer to learn DISD procedures and systems to support the instructional plan established by the district.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** First-time instruction is not effective for all student groups resulting in missing State Safeguards for African-American, Economically Disadvantaged, ELL, and Special Education student groups. **Root Cause:** All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.

**Problem Statement 2:** All teachers do not consistently use formative assessments to gather data and adjust instruction. **Root Cause:** Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.

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# School Culture and Climate

**School Culture and Climate Summary**

**School Culture and Climate Summary**

When Dickinson Junior High opens in August 2023, one of our main tasks during year one will be to create a positive, productive campus culture that supports and challenges both adults and students to continuously learn and grow. We want to build a positive culture and climate enhanced by consistency among staff members and students. Campus-wide expectations and procedures will be in place. Expectations will be clearly communicated to staff, students, and parents. Every student will describe their academic experiences as exceptional, because the instruction will include positive relationships and meaningful learning tasks that challenge, engage, and build confidence. Adults at Dickinson Junior High will be exemplary academic, professional and moral models, so that we can effectively grow students who are strong both in academics and in character.

**School Culture and Climate Strengths**

The committee identified the following strengths:

- Safe and Civil School will be used as the foundation upon which we will build culture and climate and build the PBIS foundation. 695
- The mission and vision of the campus and district will be clearly articulated from the beginning of the school year.
- There will be explicit campus-wide procedures communicated to teachers and practiced during staff development, and those procedures will be taught to students during the first two days of school.
- The staff will spend time in August 2023 back to school sessions team building and defining campus core beliefs and norms.
- Many teachers are from DISD and will move to DJHS.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** DJHS has a higher percentage of students going to alternative campus (DALC) based on the students going to the other middle school. **Root Cause:** The defining and communicating of expectations is either unclear and/or inconsistent.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

Our team met to discuss our campus strengths and weakness in the areas of staff quality, recruitment, and retention. DJHS will strive to meet the district requirement 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 also have a support system set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/mentor teachers, content based collaborative teams, academic/instruction coaches and behavior coaches. DJHS will always strive to ensure that quality and retention rates are high at our campus and in order to accomplish these goals we will constantly learn new content and classroom management procedures, techniques, and strategies. We will meet two times monthly for faculty meetings to learn about these various trainings. One deficit that we will address is the lack of opportunities to observe these procedures, techniques, and strategies being used successfully in the classroom. We feel that planning frequent observation opportunities will increase teacher/student success.

One identified area of need and a cause for low teacher retention is poor classroom management techniques. We believe that having the ability to observe effective classroom management techniques will increase teacher retention. We will use a Peer Observation Protocol and professional development sessions to provide opportunities to see effective management in action.

We will use the PLC structure during department time and faculty meetings. These meetings will focus on learning and growing as professionals. We will discuss and share learning around topics such as AVID best practices, Seidleiz 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.

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Overall, DJHS has a good foundation for recruiting teachers and staff of high quality standards. We have a support system of compassionate administrators and mentor teachers to aid novice teachers. We will have faculty meetings geared toward supporting our struggling student groups and challenging our advanced student groups. We know we will increase our effectiveness by observing classroom management procedures, techniques, and strategies from highly effective teachers, spending more time learning new content strategies for our English Language Learners, and providing support to all teachers as they transition over to DJHS.

**Staff Quality, Recruitment, and Retention Strengths**

## Strengths:

- Our district uses multiple avenues for recruiting highly qualified candidates
- We set and maintain specific campus-wide goals
- District and campus novice teacher programs provide support to new teachers
- We participate in district, campus, and individual training surveys relating to professional development

- Trainings are provided that focus on developing more effective classroom instruction across a variety of student groups and needs

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

**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.

At Dickinson Junior High School, grade-level departments will meet on a regular basis to plan effective instruction including meaningful activities to reach all students. Strategies used in the classroom include speaking and writing in complete sentences, using academic language, higher-level questioning and randomization of student selection. In addition to whole-group instruction, remediation and differentiation occurs in small groups informed by data analysis. Assessment, both formative and summative, is on-going, following district guidelines for CBAs and Benchmarks, and using common assessments in the classroom to guide instruction.

Teachers, academic coaches, and support staff analyze common assessments, CBAs, TELPAS results, and state testing as well as informal assessments to identify the needs of students. Small groups during class and after-school tutoring groups are selected based on these needs. Struggling students also receive RTI instruction, academic interventionist support, Leveled Literacy Intervention, and Desmos (math program).

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**Curriculum, Instruction, and Assessment Strengths**

- District has an established curriculum for all classes and subjects
- ELA will be double-blocked in 6th and 7th grade to allow more time to develop reading/writing skills among all students.
- Interventionist for every content area to provide instructional coaching for teachers and instructional support for students.
- Dedicated time during the school day for data analysis and instructional planning
- Grade level departments have common planning periods
- Planned professional learning during the summer to focus on adjustments to the curriculum

# Parent and Community Engagement

**Parent and Community Engagement Summary**

**Parent and Community Engagement Summary**

Parent involvement in the school community will only strengthen the effectiveness of the school. Parents can participate in the decision-making process by joining the Campus Improvement Committee. All parents are invited at Open House and through the Skyward email system in both English and Spanish. Parents have opportunities to visit during special events such as curriculum nights in the fall and spring, Open House, student dances, etc. They may also visit at any time during the school day to sit in classrooms, have lunch with their student, or conference with teachers/staff. 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. Interpreters are available to help at ARDs and other meetings where language could be a barrier. With the help of Communities in Schools, we have strong ties with several community partners. They are recruited as needed and supported through appreciative gestures such as artwork, letters, and lunches. DJHS communicates to parents through the district and campus web sites, letters/fliers, handbook, marquee, and Skyward email system. We continue to seek ways to improve communication and increase parent involvement in the school community.

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. 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**

- Skyward was used by administrators and teachers to email communication to parents.
- 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 type of support students and parents.
- Our counselors support the emotional needs of both students and families through direct services and referral to outside agencies.
- To welcome incoming students 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.
- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral and/or emotional needs of students.
- Our district social worker and campus counselor provide services and coordinate transportation for our identified homeless students.

# School Context and Organization

**School Context and Organization Summary**

**School Context and Organization Summary**

Dickinson Junior High will be a safe, healthy, secure, and orderly learning environment that sets high expectations and realizes the benefit of collaboration with parents, students, and staff. We will provide highly motivating lessons that are aligned with TEKS, which promotes the most beneficial learning for successful college and career readiness. Daily operations and schedules will be in place to ensure all students are receiving maximum instructional time. As a staff, we will discuss needs, changes, or modifications which can be made in order to promote success for all students. The principal will report campus academic and staffing needs throughout the school year during bi-weekly A-Team meetings with district administration for the upcoming year in early spring. Dickinson Junior High employs and retains highly qualified staff to maximize learning for all students.

**School Context and Organization Strengths**

The following strengths were identified:

- After school programs will include athletics, fine arts, tutorials, and various clubs. 699
- Academic coaches and support staff monitor hallways along with teachers posted at incremental stations throughout campus.
- Master schedule has been created to provide the opportunity for academic teams to meet during and after school to plan and discuss current and future lessons, and student needs.
- Teachers and students routinely set goals and monitor academic growth.
- Safe and Civil facilitates campus wide decision making through collaboration and feedback.
- Successful implementation of Safe and Civil policies guiding common areas and transitions.

# Technology

### Technology Summary

### Technology Summary

At Dickinson Junior High School, the teachers and staff will be equipped with adequate technology to teach students and enhance lessons. All classrooms will have a teacher tablet, short-throw projectors, and wireless document cameras. In addition, there are computer labs and mobile computer carts for instructional use. Along with tangible technology items, the district technology department provides professional development on effectively using the hardware, district programs, and new technology tools. DISD uses Eduphoria to document and record curriculum documents, lesson plans, professional learning portfolios, and student data. We also use Schoology and Google as a tool for planning and teaching. Students have the opportunity to take a technology based course such as Project Lead the Way as well as the technology integration in all classes.

### Technology Strengths

Strengths:

- Technology class available to students.
- Every professional staff member will have a mobile device
- Every core content class will have a chromebook cart

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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 that will result in continuous success

**Performance Objective 1:** During the 2023-24 school year, every DJHS student will make at least one year of growth in both reading and math.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** All students will track their own data on mastery of essential standards so that students take ownership of their own learning by setting goals to become more self-directed learners.<br>**Strategy's Expected Result/Impact:** 90% of all students will make the measurable growth by standard<br>**Staff Responsible for Monitoring:** Campus Team Leaders, Teachers, and admin<br><br>**Title I:**<br>2.4, 2.6<br>- **TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Teachers will implement best-practice RLA strategies including We Write, KAT, and independent reading with individual conferences. Teachers in Social Studies classrooms support these literacy measures. Resources used include HMH, MAP, ABYDOS, Solution Tree, Seidlitz, TAMU, and AVID, Lead4Ward, IXL as well as contracted service providers and consultants focusing on best practice reading and writing.<br>**Strategy's Expected Result/Impact:** Increased number of students at meets and masters in reading<br>**Staff Responsible for Monitoring:** RLA Teachers, district RLA curriculum specialist, and admin<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>- **TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 211-Title IA | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Math teachers will implement the district math curriculum using the DESMOs program with fidelity to ensure student mastery of the Math TEKS<br>**Strategy's Expected Result/Impact:** Increased number of students at meets and masters in math<br>**Staff Responsible for Monitoring:** Math Teachers, district Math curriculum specialist, and admin<br><br>**Title I:**<br>2.4, 2.5 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Instructional interventionists will provide intervention for AT RISK students and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction to increase STAAR data in reading and math by 10%..<br>**Strategy's Expected Result/Impact:** Increase STAAR scores in reading and math by 10%..<br>**Staff Responsible for Monitoring:** Campus Administrators-principal and assistant principals<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Funding Sources:** - 211-Title IA | | | | |

 No Progress  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 2:** DJHS will provide multiple and continuous opportunities for students to become well-rounded citizens. 100% of DJHS students will receive a well-rounded education through academic and elective course offerings, extra-curricular activities, and social/emotional support.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** After attending SI, the AVID site team will provide training so that all teachers can effectively implement WICOR strategies into instruction every day.<br>**Strategy's Expected Result/Impact:** Improved student performance in Math for all student groups on CBAs and STAAR by 10%.<br>**Staff Responsible for Monitoring:** AVID Site Team and Assistant Principal<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Funding Sources:** - 211-Title IA | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** All 6th and 7th grade students will participate in a physical education class.<br>**Strategy's Expected Result/Impact:** Improved health and fitness through FitnessGram conducted in the Spring by 15%.<br>**Staff Responsible for Monitoring:** PE Teachers<br><br>**Title I:**<br>2.5 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** To reduce discipline data, the campus will utilize character building and citizenship resources such as Character Strong, Restorative Practices, Second Steps, and Safe and Civil to create campus wide lessons and learning for students.<br>**Strategy's Expected Result/Impact:** Discipline Data will improve from 46% of students having an office referral to 35% of the student population having a referral<br>**Staff Responsible for Monitoring:** Counselor, administration, teachers<br><br>**Title I:**<br>2.6<br>**Funding Sources:** - 255-Title IIA, - 282-ESSER III | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** All students will have access to activities and programs to promote a well-rounded education: STEAM, advanced classes, UIL, CTE, Fine Arts, Robotics<br>**Strategy's Expected Result/Impact:** Increase student participation in well-rounded programs and activities<br>**Staff Responsible for Monitoring:** Counselor, administration, teachers<br><br>**Title I:**<br>2.5, 2.6<br>**Funding Sources:** - 287-Title IV | | | | |

 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:** Referrals for noncompliance, disrespect and class disruptions will decrease based on feeder pattern data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Referrals for noncompliance, disrespect and class disruptions will decrease based on feeder pattern data.<br>**Strategy's Expected Result/Impact:** Decrease in referrals by 20%. Increase in student attendance in academic classes, resulting in improved academic success<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| 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<br>**Strategy's Expected Result/Impact:** RDA improvement on ISS/OSS placement of Special Education students. Decrease in the total number of office referrals by 20%.<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**Title I:**<br>2.4, 2.6 | | | | 706 |

| 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 a campus-wide discipline system, as well as campus wide expectations and procedures to keep the school running safely and efficiently. "G.R.E.A.T." lessons on the core values of DJHS will be taught each week during AVID time.<br>**Strategy's Expected Result/Impact:** Overall reduction in office referrals<br>**Staff Responsible for Monitoring:** Assistant Principal<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** 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.

| 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<br>**Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals.<br>**Staff Responsible for Monitoring:** Counselor<br><br>**Title I:**<br>2.4, 2.6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Campus will participate in Red Ribbon Week which focuses on drug prevention.<br>**Strategy's Expected Result/Impact:** Increase student awareness of drug prevention<br>**Staff Responsible for Monitoring:** Counselor and outside agencies-CIS and BACODA<br><br>**Title I:**<br>2.6 | | | | 707 |

| 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 to decrease student discipline referrals.<br>**Strategy's Expected Result/Impact:** Increased positive relationships between teachers and students, and students and students.<br>**Staff Responsible for Monitoring:** Campus Admin, Counselor, and staff<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| 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, Bacoda drug prevention, and student safety measures.<br>**Strategy's Expected Result/Impact:** Increased awareness of what to do in emergency situations<br>**Staff Responsible for Monitoring:** Campus Admin, Counselor, and staff<br><br>**Title I:**<br>2.4, 2.6 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

708

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

**Performance Objective 1:** Student attendance will increase to 96% during the 2023-2024 school year.

| 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 resulting in a 96% daily attendance.<br>**Strategy's Expected Result/Impact:** 96% daily attendance<br>**Staff Responsible for Monitoring:** Counselors and teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| 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 for them to attend school daily<br>**Strategy's Expected Result/Impact:** Improved student attendance<br>**Staff Responsible for Monitoring:** Counselor, District Social worker<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | 709 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** The campus will provide a systemic way to track attendance which will include parent conferences and intervention, home visits, and phone calls.<br>**Strategy's Expected Result/Impact:** Improved student attendance and parent awareness of importance of school<br>**Staff Responsible for Monitoring:** Admin and counselors<br><br>**Title I:**<br>2.4, 2.5, 2.6, 4.2 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Teachers will be placed on interdisciplinary grade level teams which will focus on building positive relationships with students and intervening quickly for any academic and/or behavior concerns. Teams will meet once per month.<br>**Strategy's Expected Result/Impact:** Increased attendance and academic performance<br>**Staff Responsible for Monitoring:** Team leaders<br><br>**Title I:**<br>2.4, 2.5, 2.6, 4.2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

710

**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:** All DJHS teachers will seek and participate in professional development at the campus and district level to develop their instructional practices in delivering first time instruction. Strategies will include-ELL strategies, AVID/WICOR, GT, Lead4ward, and Teach Like a Champion

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Provide professional development and support opportunities during the school day (twice per month during conference periods) for teachers in all subject areas to support campus goals and enhance instruction to increase student achievement for all students.<br>**Strategy's Expected Result/Impact:** Improved student performance on state tests by 10%.<br>**Staff Responsible for Monitoring:** Campus instructional and support staff<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Administrators will attend current, research-based professional development to provide effective instructional leadership at the campus<br>**Strategy's Expected Result/Impact:** Improve campus instruction and students success on state tests<br>**Staff Responsible for Monitoring:** Campus admin<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Funding Sources:** - 255-Title IIA | | | | 711 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Purchase books and supplies for teachers, administrators, and staff to support campus and district initiatives.<br>**Strategy's Expected Result/Impact:** Positive impact on campus culture and student achievement (10%).<br>**Staff Responsible for Monitoring:** Principal<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| 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 and staff services on campus.<br>**Strategy's Expected Result/Impact:** Positive impact on campus culture and student achievement (10%).<br>**Staff Responsible for Monitoring:** Counselor and librarian<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

712

**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 core content classrooms during the 2023-24 school year.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Campus staff and technology integration specialists will provide technology training for teachers so that both students and teachers can increase proficiency in technology skills.<br>**Strategy's Expected Result/Impact:** Increased technology usage by students on campus by 15%.<br>**Staff Responsible for Monitoring:** Campus Technology Committee<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Technology will be added at the campus to move towards our goal of becoming a 1-1 technology to student ratio.<br>**Strategy's Expected Result/Impact:** Increased technology usage by students on campus by 15%.<br>**Staff Responsible for Monitoring:** Campus administration, campus technology committee, district technology<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Funding Sources:** - 211-Title IA | | | | 713 |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

# Campus Funding Summary

| 211-Title IA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 1 | 4 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 5 | 1 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 255-Title IIA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 3 | | | $0.00 |
| 4 | 1 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 287-Title IV | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 4 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 282-ESSER III | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Dickinson Independent School District

# Eugene Kranz Junior High

# 2023-2024 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.

717

**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 fifth school year in 2022-2023. Kranz serves families from diverse backgrounds, including many from middle and low income homes. Approximately 67% of the students who attend Kranz are economically disadvantaged, a 4% increase from the year prior. Kranz currently has an enrollment of 980 students in 7th and 8th grades, which is higher than last year's enrollment of 963 students.

Student populations:

720

The Kranz Junior High Population is majority Hispanic at 54%. 28% of the students are white. 13% are black/African American. 5% of students identify as other races.

721

722

Kranz Junior High School serves 210 Emergent Bilingual students (21.43%). 511 students are identified as at-risk of not graduating (52.14%). 142 students are in the Gifted and Talented program (14.49%). 97 students are identified for 504 services (9.90%) and 139 students are served through special education services (14.18%).

723

Attendance:

Attendance rates for the 2022-2023 school year ranged from 92-94% for each nine week grading period. This represents a 1% increase from the year prior. Periodically, incentives were used to reward students for attendance. 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. Automated letters were sent home when students met certain thresholds of unexcused absences (3, 5, 7, and 10).

Discipline:

Despite increasing enrollment and attendance rates compared to the year prior, there were less students given consequences that resulted in a removal from class. Additionally, the number of disciplinary referrals given remained about the same as the year prior.

724

**Demographics Strengths**

## Demographics Strengths:

- Diverse student population
- Many teachers are GT and/or ESL certified
- Decrease of offenses and suspensions
- 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):** There is a large discrepancy between the percentage of Hispanic staff members and the percentage of Hispanic students. **Root Cause:** Hiring practices need to include attempts to recruit teachers that represent the student population.

**Problem Statement 2:** While an improvement from the previous year, attendance rates remain below other similar campuses around the state. **Root Cause:** Additional attendance incentives are needed. Early interventions need to be in place when students reach 3 and 5 unexcused absences.

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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.



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.

728

### 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 discussed the following areas in regards to staff quality, recruitment and retention. The strengths of the campus identified most effective teachers are revealed through learning walks and collaboration during team meetings. The commitment to the PLC process has improved the planning and collaboration among most teams. An area of concern lies with new teachers and how they are supported by assigning mentors on campus and by attending new teacher training. Many new teachers were not able to attend the district training because of staffing concerns. A solution we addressed would be staggering how many new teachers are out at once by providing the training on multiple days. The team discussed that there is more needed support for new teachers. The team also discussed professional development and how it is provided by the district in a variety of ways. The teachers appreciated the THINK conference format. The team requested structured planning time on professional development days. The team discussed the average class size ranges from 25-30 students for elective classes and 17-23 students for Core classes.

The needs that were discussed included more on campus training for 1st, 2nd and new teachers to the profession. This included academic coaching and learning Dickinson ISD and campus processes and procedures. The team discussed that more time during the first week of professional development should be spent with new teachers regarding campus processes and procedures. Next, the teachers would like more training and feedback on pedagogy from the academic coaches and administrators through the walk through forms. The team would like this PD catered to their Academic Field. The team did discuss more communication between Administration and Staff towards a more positive campus culture. There was also a suggestion that only classroom teachers be considered for “Teacher of the Year.”



**Staff Quality, Recruitment, and Retention Strengths**

The following strengths were identified:

- Effective teaching staff
- Administration intentionally distributes opportunities for leadership to build capacity among all staff
- All teams have adopted the PLC process
- Quality professional development is offered at the campus and district level

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** The district does not scaffold the needs of the teacher for focused professional training. (Teacher needs are dependent on education of teacher certification; degree in education, alternative certification or post baccalaureate degree) **Root Cause:** Differentiation in professional training

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# Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

## Curriculum, Instruction, and Assessment Summary

The district curriculum is created by a committee of teachers and content specialists using the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), the College Career Readiness Standards (CCRS), and the Lead4ward field guides as resources when creating curriculum documents. Curriculum documents include a year-at-a-glance (YAG) and pacing guides for lesson planning. Department heads, team leaders, and instructional coaches collaborate with district personnel and campus teachers to establish and prioritize essential learning targets and plan daily engaging lessons and interventions to ensure mastery of essential learning for all students.

At Kranz Junior High, grade-level content teams collaborate on a regular basis to plan effective instruction including meaningful activities to benefit all students. Research-based best practices are integrated daily to provide differentiation, intervention, and extension. Language acquisition strategies (ELPS), AVID strategies, and Lead4Ward strategies are utilized by design at Kranz Junior High.

Gifted and Talented students are primarily served through the STEAM program. Honors courses are available for students in all four core content areas. Honors social studies students participate in History Fair to meet the independent research requirement for honors social studies. Math and reading have a differentiated honors curriculum, unlike social studies and science.

The 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. Common formative assessments are crafted at the campus level, aligned with the TEKS, and intended to assess student mastery at high levels. STAAR 2.0 formatted questions have been included as both instructional tools and assessment items.

Formative assessment is on-going and is used to guide instruction. Teachers analyze data to make informed instructional decisions, guide intervention plans, and plan for tutoring. Students track their own data in each core class and use the data to set growth goals.

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### Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- Grade level content teams have common planning periods and consistently engage in the PLC process.
- Camp Kranztastic has evolved to establish a solid Tier 2 intervention system to support all students in academic intervention and enrichment during the school day on Tuesdays, Wednesdays, and Thursdays.
- Teachers and staff have identified target behavior standards to further develop and establish a Tier 2 behavioral intervention system. The identified targets are behaviors that impact learning in the classroom.
- Content and Language Objectives aligned to the TEKS and the ELPS are evident in lesson plans, posted and articulated with students.
- Interventionists provide academic support for students beyond Tier 1 instruction.
- Instructional coaches support teachers in developing effective pedagogy.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** All students are not assessment ready. **Root Cause:** Small groups of students in each grade level are not learning at high levels due to poor behavior and/or lack of mastery of essential standards.

# 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 continuous and a particularly positive area in the Fine Arts, Athletics, and STEAM. Kranz's annual Parent Engagement survey provided us with evidence that parents feel we do a good job of communicating as a campus and faculty. Our Parent School Climate survey resulted in high scores in-regards to our school climate. The school communicates with parents through various formats and sends out letters and flyers in Spanish, English, and Russian. The committee feels that being able to have access for a translator has improved and stated that Interpreters are available to help at ARDs and other meetings where language could be a barrier. It was also noted that we could reach more parents and community members if we utilized "Callouts" more as a way of communication. Parents participate in site-based planning through Campus Improvement Committee and the Parent Engagement Committee.

### Parent and Community Engagement Strengths

Campus strengths include:

- All campus-to-parent communications go out in various languages.
- Our district social worker, CIS, and campus counselors provide services 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. According to data collected for 2023, parents have a positive perception of the campus in-regards to effectiveness of communication and the school climate.
- Each year, during the G/T showcase, students present their projects to families and friends.
- We host a Kranz website and Facebook page with announcements and school information.
- Parents are invited to join school committees such as the Campus Improvement Committee or the Parent Engagement Committee.
- Our counselors support the emotional needs of both students and parents through direct services and referrals to outside agencies.
- Communities-in-Schools (CIS), 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 parents and students.
- Parents and community members were involved in STEAM classrooms through lab activities, field trips and our STEAM Expo Night.
- Parents were involved with our Chess club and NJHS showcase.
- The counselor, teachers, and social worker and campus administrators make home visits when necessary, to support academics, attendance, behavioral or emotional needs of students.



### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Not all parents with internet connection are able to access Skyward. **Root Cause:** Parents not being able to access Skyward due to not remembering their passcodes, their child changing the passcode, and/or their email changes and therefore, they do not receive information.

**Problem Statement 2:** Not all parents receive communications through Skyward, the school website or Facebook. **Root Cause:** Lack of internet or failure to keep email contact current in Skyward

# School Context and Organization

**School Context and Organization Summary**

Summary:

The committee determined that our mission statement, vision statement, and campus goals are focused on student academic growth as the measure for academic success. It was also determined that our master schedule reflects the necessary time to achieve the goals focused on student success and doing the work of being truly collaborative teams. The CLT agendas from across all four content areas show that the time provided to the faculty is used effectively to focus on student academic success. Furthermore, the built in time for tier 2 intervention and enrichment has been effectively used by the faculty to grow students academically and to further enrich student learning in the arts (dance, choir, drama, band, art) as evidenced by the numerous awards won by students in competition. Finally, teachers have had a strong say in how to best use this time as individuals and as teams, including how best to adjust the time to reflect student needs. School conditions are regularly reviewed by the entire faculty during our monthly faculty meetings with time spent reviewing data and the results of staff surveys regarding our greatest areas of concern.
The committee found that our goal for average daily attendance has not been met this year. The root cause for this is a lack of a systematic approach to addressing our students who are chronically absent. The committee has also found that our tier 2 intervention time has not effectively addressed essential student behaviors. The root cause of this is lack of a systematic approach for determining essential student behaviors and referring students to receive additional just-in-time support as needed.

734

**School Context and Organization Strengths**

Campus Strengths:

- Process in place to review school conditions regularly through the Safe and Civil Committee
- Master schedule that supports collaboration and academic intervention and enrichment
- Teachers have a strong voice in determining what students need to know, how to teach it, and how best to intervene when students have not learned it
- Mission, vision and goals properly aligned to student academic success; Kranz has been named a 2023 National Model PLC Campus
- Growth of students academically is our greatest focus and has resulted in our “A” rating as a campus

**Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1 (Prioritized):** The goal aligned to student attendance has not been met this year with average daily attendance around 94%. Student attendance is still lower than our comparison campuses and below our goal of 96%. **Root Cause:** The root cause for this is lack of a systematic approach for improving chronic student absences that

involves students, parents, teachers, and administration.

**Problem Statement 2:** Our tier 2 intervention time has not effectively addressed student behaviors as a way to improve student academic success. **Root Cause:** The root cause for this is a lack of a systematic approach to identifying essential student behaviors and referring students to receive additional support in the targeted behaviors they lack.

735

# Technology

**Technology Summary**

Technology Summary

Kranz Junior High School is equipped with technology that benefits all students, including the STEM program. Kranz currently has one Chromebook cart per core content class, 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. We also have three Chromebook carts for Principles of Human Service elective, Project Lead the Way elective, and Technology Application elective. Each classroom is equipped with a projector that is an integral part of instruction. School staff have access to wireless computers that are available to be used in every classroom on the campus. These devices have wireless internet access to help with making transitions to different classrooms easy. Each classroom also has a wireless document camera that teachers are able to use in their assigned classrooms. The 2021-2022 campus goal of ensuring equitable access to technology has been met this year with ensuring that all core content classes have one Chromebook per student. With Chromebooks in each core content class, teachers are able to enhance lessons with visual learning strategies, gamify lessons, add additional digital organization for students, and create interactive multimedia presentations for students.

Instructional materials are evaluated for appropriateness and accuracy by teachers. When attending planning meetings, many times teachers discuss different websites that students can use to help with their lessons. With the rise of social media, many teachers are seeking other websites to use to help enhance in class instruction. Technology is available for students to use only under the supervision of teachers during instructional times. Teachers receive support from the district technology department. Technology training is offered to teachers throughout the school year and during the summer.

Barriers that reduce the use of technology at Kranz include: Chromebooks being damaged in classes and not being able to get them back in a timely736 manner. Teachers have to borrow Chromebooks from other teachers when class numbers increase, but the number of Chromebooks do not. One to one devices are ideal to ensure that all students in all classes have access to technology. Electives seem to get the worst of no technology due to there not being enough Chromecarts to share amongst all elective teachers. Many times, elective teachers have to share with others to get the ability to use technology in their lessons. Websites crashing, internet bandwidth not being strong enough to support multiple students on devices, failure of routine maintenance due to funding, and terrible connections with document cameras are a consistent problem within the core content classrooms that impact instruction. Having a few more printers in other centralized locations would allow for teachers to make copies easier than having to wait for maintenance or the ability to print. There is a lack of web literacy training and digital citizenship courses for students to support creating content and student work that is applicable for high rigor instruction. Teachers are unsure of district paid versions of programs and softwares. The district's new learning management system (Schoology) will still require more training and building proficiency through consistent use in order for it to be an effective tool for both teachers and students to go beyond the basics of using it for a student and teacher work organization tool.

**Technology Strengths**

Strengths:

- Implementation of Schoology as a learning management system
- One to one computer access within all core content areas
- Teachers' willingness to engage in professional learning and try new tools for the integration of technology in the classroom.
- Students understanding of the use of technology in the classroom
- Teachers using technology based applications to help with quick data turnaround for planning, assessing, and consistency
- Student engagement within the learning environment when using technology
- Students learning how to type appropriately to help with state testing and faster work production

**Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Current technology is used effectively in instruction by some staff but not in all classrooms **Root Cause:** Additional training needed in district resources and effective web-based interventions

737

# Priority Problem Statements

**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 2**: There is a large discrepancy between the percentage of Hispanic staff members and the percentage of Hispanic students.

**Root Cause 2**: Hiring practices need to include attempts to recruit teachers that represent the student population.

**Problem Statement 2 Areas**: Demographics

**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**: The district does not scaffold the needs of the teacher for focused professional training. (Teacher needs are dependent on education of teacher certification; degree in education, alternative certification or post baccalaureate degree)

**Root Cause 4**: Differentiation in professional training

738

**Problem Statement 4 Areas**: Staff Quality, Recruitment, and Retention

**Problem Statement 5**: All students are not assessment ready.

**Root Cause 5**: Small groups of students in each grade level are not learning at high levels due to poor behavior and/or lack of mastery of essential standards.

**Problem Statement 5 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 6**: Not all parents with internet connection are able to access Skyward.

**Root Cause 6**: Parents not being able to access Skyward due to not remembering their passcodes, their child changing the passcode, and/or their email changes and therefore, they do not receive information.

**Problem Statement 6 Areas**: Parent and Community Engagement

**Problem Statement 7**: The goal aligned to student attendance has not been met this year with average daily attendance around 94%. Student attendance is still lower than our comparison campuses and below our goal of 96%.

**Root Cause 7**: The root cause for this is lack of a systematic approach for improving chronic student absences that involves students, parents, teachers, and administration.

**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

739

# Goals

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

**Performance Objective 1:** 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.<br>**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.<br>**Staff Responsible for Monitoring:** Interventionists and Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Additional Targeted Support Strategy**<br>**Funding Sources:** - No Funding Required | | | | 740 |

| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Coaches, Interventionists and Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Additional Targeted Support Strategy**<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Dean and administrators<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Additional Targeted Support Strategy**<br>**Funding Sources:** - Local Funding | | | | 741 |

| 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.<br>**Strategy's Expected Result/Impact:** Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase.<br>**Staff Responsible for Monitoring:** Dean<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of interventions provided to students. Students will meet standard after required intervention.<br>**Staff Responsible for Monitoring:** Dean and Interventionists<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Additional Targeted Support Strategy**<br>**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.<br>**Strategy's Expected Result/Impact:** Students' grades and test scores will show an increase in performance over time.<br>**Staff Responsible for Monitoring:** Dean & AVID Coordinator<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

742

 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.<br>**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..<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**Additional Targeted Support Strategy**<br>**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 word walls with pictures and other vocabulary strategies in all classrooms to support academic language development.<br>**Strategy's Expected Result/Impact:** Word walls and other vocabulary strategies evidenced in walkthroughs and observations will increase students' use of academic vocabulary.<br>**Staff Responsible for Monitoring:** Classroom teachers<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Additional Targeted Support Strategy**<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus administrators<br><br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**Funding Sources:** - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

744

**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.<br>**Strategy's Expected Result/Impact:** Classroom observations of implementation of model. Documentation of planned training to support implementation.<br>Special Education assessment scores (CBA, STAAR) will improve.<br>**Staff Responsible for Monitoring:** Classroom teachers<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

745

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

**Performance Objective 1:** Student attendance will average 96%.

**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.<br>**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.<br>**Staff Responsible for Monitoring:** Assistant Principal<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**- 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.<br>**Strategy's Expected Result/Impact:** Attendance and discipline records, transportation logs.<br>Increasing student attendance at home campus will result in improved academic performance.<br>**Staff Responsible for Monitoring:** Counselor, District social worker, CIS<br><br>**Additional Targeted Support Strategy**<br>**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

747

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

**Performance Objective 2:** The total number of discipline referrals 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.<br>**Strategy's Expected Result/Impact:** Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success<br>**Staff Responsible for Monitoring:** Principal<br><br>**ESF Levers:**<br>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.<br>**Strategy's Expected Result/Impact:** Skyward ISS/OSS data collected every 3 months. RDA improvement on ISS/OSS placement of Special Education students.<br>**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.<br>**Strategy's Expected Result/Impact:** Skyward documentation will reflect implementation of the process; behavioral supports will be effective and students' instructional time will increase.<br>**Staff Responsible for Monitoring:** Assistant Principals<br><br>**ESF Levers:**<br>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.<br>**Strategy's Expected Result/Impact:** Staff, parent and student survey responses will be collected annually; surveys will reflect positive perceptions of school culture.<br>**Staff Responsible for Monitoring:** Principal and Committee Chairperson<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

749

**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:** Led by the counselors, lessons and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc.<br>**Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals.<br>**Staff Responsible for Monitoring:** Counselors<br><br>**Funding Sources:** - Local Funding | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Campus will participate in Red Ribbon Week.<br>**Strategy's Expected Result/Impact:** Schedule of events.<br>Survey of students.<br>The result will be an increased awareness of the importance of being drug free.<br>**Staff Responsible for Monitoring:** Counselors | | | | ~~750~~ |

 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.<br>**Strategy's Expected Result/Impact:** PE lesson plans and documented walk-throughs, observations will demonstrate integration of health into planned activities.<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

751

**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.<br>**Strategy's Expected Result/Impact:** Up-to-date teacher Schoology accounts and use of the Teacher Log in Skyward will facilitate campus-home communication.<br>**Staff Responsible for Monitoring:** Technology Liaison<br><br>**Funding Sources:** - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

752

**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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets from meetings. Documented phone calls from teachers/ administrators.<br>Consistent communication will improve parent perception of school, and increase student attendance and performance.<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Counselors<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of sign-in sheets of parents and students attending will increase communication and relationship between home and school.<br>**Staff Responsible for Monitoring:** ELA Interventionist, Instructional Coaches and Librarian<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**- Additional Targeted Support Strategy**<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Funding Sources:** - Local Funding | | | | 754 |

| 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.<br>**Strategy's Expected Result/Impact:** Documentation of sign-in sheets for attendance will result in increased attendance and performance.<br>**Staff Responsible for Monitoring:** Counselors, Interventionists and Instructional Coaches<br><br>**Additional Targeted Support Strategy**<br>**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.<br>**Staff Responsible for Monitoring:** Principal, counselors, and lead teachers<br><br>**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.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and Counselors<br><br>**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.<br>**Staff Responsible for Monitoring:** Principal<br><br>**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.<br>**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.<br>**Strategy's Expected Result/Impact:** Meeting sign-in sheets at activities. Increased volunteers for KJHS actively engaged in improving KJHS academic goals.<br>**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.<br>**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.<br>**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.<br>**Strategy's Expected Result/Impact:** Increase in communication and parent engagement<br>**Staff Responsible for Monitoring:** Principal | | | | 756 |

 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:** 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.<br>**Strategy's Expected Result/Impact:** Survey distributed to staff once each semester. Majority of surveys will be positive.<br>**Staff Responsible for Monitoring:** Campus principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>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.<br>**Strategy's Expected Result/Impact:** Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion.<br>**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.<br>**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.<br><br>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.<br><br>The result will be a positive culture and climate reflected in survey data.<br>**Staff Responsible for Monitoring:** Principal and Committee Chairperson<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Teachers will be supported and will become more effective as a result of the training and coaching.<br><br>Teacher retention will be high.<br><br>Support and satisfaction will be reflected in survey data.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>- | | | | 758 |

 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.<br>**Strategy's Expected Result/Impact:** Retention rate of new staff.<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers.<br>**Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>-<br>**Funding Sources:** - Local Funding | | | | 759 |

| 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.<br>**Strategy's Expected Result/Impact:** Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification.<br>**Staff Responsible for Monitoring:** Executive Director of Human Resources, Campus Principal<br><br>**Funding Sources:** - 255-Title IIA | | | | |

 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:** 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.<br>**Strategy's Expected Result/Impact:** Number of teachers who meet the qualifications for GT certification.<br>**Staff Responsible for Monitoring:** Dean<br>**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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal<br>**Funding Sources:** - 255-Title IIA, - Local Funding | | | | 760 |

 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.<br>**Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>- - **Additional Targeted Support Strategy**<br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA B, - Outside Agency | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Funding Sources:** - Local Funding, - 255-Title IIA | | | | |

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| 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.<br>**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.<br>**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.<br>**Strategy's Expected Result/Impact:** Our professional growth will positively impact campus culture and student achievement.<br>**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.<br>**Strategy's Expected Result/Impact:** Students' academic performance will increase<br>**Staff Responsible for Monitoring:** Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** RtI and PLC Training and resources - 211-Title IA, - Local Funding | | | | 762 |

 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.

**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:** Students will have the opportunity to select technology courses including Technology Applications, Project Lead the Way, and Principals of Human Services.<br>**Strategy's Expected Result/Impact:** Enrollment will increase students' interest and skills in technology-based courses.<br>**Staff Responsible for Monitoring:** Counselors | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Students will use technology resources in order to engage in academic learning.<br>**Strategy's Expected Result/Impact:** Evidence of computer application usage in lesson plans, walkthroughs and observations.<br>**Staff Responsible for Monitoring:** Instructional Coaches | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Campus staff and technology integration specialist will provide technology training for teachers.<br>**Strategy's Expected Result/Impact:** Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers.<br>**Staff Responsible for Monitoring:** Campus Technology Committee | | | | |

 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 2:** Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the KJHS campus will be maintained.

**Evaluation Data Sources:** The KJHS campus will continue to be in good condition.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Staff will report any maintenance items, according to campus/district procedure, in a timely manner. **Strategy's Expected Result/Impact:** Work orders entered and completed to maintain campus condition. **Staff Responsible for Monitoring:** Secretarial staff | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Administration will do at least quarterly walkthroughs of the campus to list of structural and classroom maintenance needs. **Strategy's Expected Result/Impact:** Work orders entered and completed to maintain campus condition. **Staff Responsible for Monitoring:** Campus Administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to maintain facilities conducive to learning. **Strategy's Expected Result/Impact:** Purchase orders and campus documentation demonstrates policy and procedures followed. **Staff Responsible for Monitoring:** Campus Principal | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

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 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 |

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# 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 |

# Dickinson Independent School District

# McAdams Junior High

# 2023-2024 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**

. 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 (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022) | Count | Percent |
|---|---|---|
| **Gender** | | |
| Female | 414 | 43.67% |
| Male | 534 | 56.33% |
| **Ethnicity** | | |
| Hispanic-Latino | 459 | 48.42% |
| **Race** | | |
| American Indian - Alaskan Native | 3 | 0.32% |
| Asian | 19 | 2.00% |
| Black - African American | 188 | 19.83% |
| Native Hawaiian - Pacific Islander | 1 | 0.11% |
| White | 250 | 26.37% |
| Two-or-More | 28 | 2.95% |

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| Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022) | Count | Percent |
|---|---|---|
| Dyslexia | 74 | 7.81% |
| Gifted and Talented | 30 | 3.16% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | 74 | 7.81% |
| Special Education (SPED) | 159 | 16.77% |
| **Bilingual/ESL** | | |
| Emergent Bilingual (EB) | 148 | 15.61% |
| Bilingual | 0 | 0.00% |
| English as a Second Language (ESL) | 125 | 13.19% |
| Alternative Bilingual Language Program | 1 | 0.11% |
| Alternative ESL Language Program | 13 | 1.37% |
| **Title I Part A** | | |
| Schoolwide Program | 948 | 100.00% |
| Targeted Assistance | 0 | 0.00% |
| Targeted Assistance Previously Participated | 0 | 0.00% |
| Title I Homeless | 0 | 0.00% |
| Neglected | 0 | 0.00% |

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## Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)

| | Count | Percent |
|---|---|---|
| At-Risk | 486 | 51.27% |
| Foster Care | 0 | 0.00% |
| IEP Continuer | 0 | 0.00% |
| Immigrant | 8 | 0.84% |
| Intervention Indicator | 112 | 11.81% |
| Migrant | 0 | 0.00% |
| Military Connected | 40 | 4.22% |
| Transfer In Students | 30 | 3.1646% |
| Unschooled Asylee/Refugee | 0 | 0% |
| **Economic Disadvantage** | | |
| Economic Disadvantage Total | 619 | 65.30% |
| Free Meals | 516 | 54.43% |
| Reduced-Price Meals | 99 | 10.44% |
| Other Economic Disadvantage | 4 | 0.42% |
| **Homeless and Unaccompanied Youth** | | |
| Homeless Status Total | 2 | 0.21% |
| Shelter | 1 | 0.11% |
| Doubled Up | 1 | 0.11% |
| Unsheltered | 0 | 0.00% |
| Hotel/Motel | 0 | 0.00% |
| Not Unaccompanied Youth | 2 | 0.21% |
| Is Unaccompanied Youth | 0 | 0.00% |

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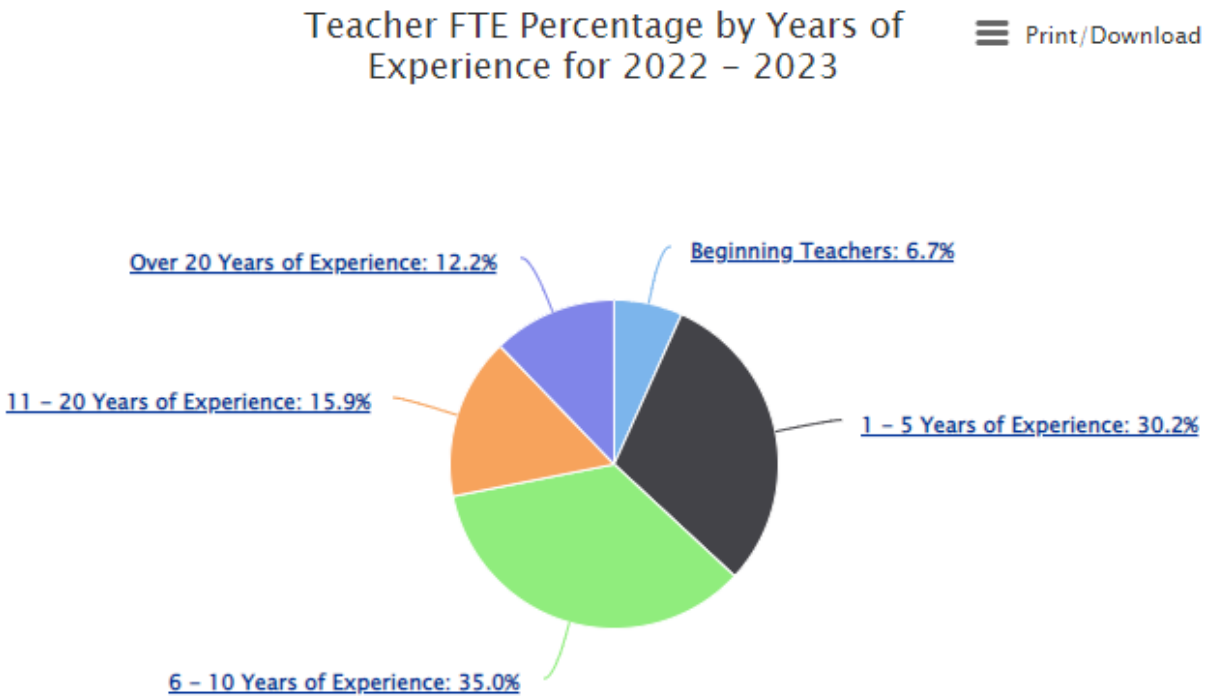
## Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)

| | Count | Percent |
|---|---|---|
| Administrative Support | 20 | 18.52% |
| Teacher | 76 | 70.37% |
| Educational Aide | 12 | 11.11% |
| Auxiliary | 0 | 0.00% |

## Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)

| | Count | Percent |
|---|---|---|
| **Primary Disabilities** | | |
| No Disability | 0 | 0.00% |
| Orthopedic impairment | 3 | 1.89% |
| Other health impairment | 21 | 13.21% |
| Auditory impairment | 0 | 0.00% |
| Visual impairment | 0 | 0.00% |
| Deaf-Blind | 0 | 0.00% |
| Intellectual disability | 15 | 9.43% |
| Emotional disturbance | 19 | 11.95% |
| Learning disability | 81 | 50.94% |
| Speech impairment | 4 | 2.52% |
| Autism | 16 | 10.06% |
| Developmental delay | 0 | 0.00% |
| Traumatic brain injury | 0 | 0.00% |
| Noncategorical early childhood | 0 | 0.00% |
| **Instructional Settings** | | |
| Speech Therapy | 4 | 2.52% |
| Homebound | 0 | 0.00% |
| Hospital Class | 0 | 0.00% |
| Mainstream | 93 | 58.49% |
| Resource Room | 41 | 25.79% |
| VAC | 0 | 0.00% |
| Off Home Campus | 0 | 0.00% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | 21 | 13.21% |
| Full-Time Early Childhood | 0 | 0.00% |
| Nonpublic Day School | 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

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**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** Not all staff are ESL and SPED certified **Root Cause:** More students are entering needing services and teachers need to take the ESL and SPED exam

**Problem Statement 2 (Prioritized):** Teacher attendance 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

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**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Teacher need to do a better job of unpacking the TEKS and providing engaging activities **Root Cause:** Staff have not had enough experience with unpacking the TEKS on a regular basis and releasing the learning to students

# Parent and Community Engagement

**Parent and Community Engagement Summary**

Families and community members are involved in school decision by serving on the campus site-based decision making committee known as the Campus Improvement Committee. The following are types of services available to support families, community members, and students to encourage healthy family relationships: Communities in Schools, school counselors, school therapist, trauncy officer and a district social worker. If families speak languages other than English, the school provides forms in their native languages and includes interpreters, when available. The following are types of services are available to support families and students in special programs: Special Education, Section 504, Behavior Coach, ABCD, Gifted/Talented and our AVID program. We have established community partnerships to support families and students such as the M.I. Lewis Foundation and Communities in Schools. We also have many extracurricular activities that support family and community involvement such as sports, band programs, Open House, ESL night etc. We also have a transition plan for students coming into McAdams to come and visit the school and meet the teachers prior to enrollment at McAdams.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that 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**

- 785
  - 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

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# 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

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**Problem Statements Identifying Technology Needs**

**Problem Statement 1 (Prioritized):** Lack of updated technology to offer a 1;1 environment so all students can have access **Root Cause:** Funding

# Priority Problem Statements

**Problem Statement 1**: Excessive absenteeism and tardies are effecting student performance
**Root Cause 1**: Parent and student accountability
**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Students lack of focus on academics due to an increase in social/emotional needs
**Root Cause 2**: Many students are facing problems that they have no strategies on how to deal with
**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: Students are not 100% on grade level and lag behind state averages in some areas
**Root Cause 3**: Ineffective Tier 1 instruction and differentiation
**Problem Statement 3 Areas**: Student Achievement

**Problem Statement 4**: We are getting more students with the need for more inclusion support and don't have enough staff certified to support their needs
**Root Cause 4**: Teachers are not SPED and ESL certified
**Problem Statement 4 Areas**: Student Achievement

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**Problem Statement 5**: 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 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 7**: Not all staff are ESL and SPED certified
**Root Cause 7**: More students are entering needing services and teachers need to take the ESL and SPED exam
**Problem Statement 7 Areas**: Staff Quality, Recruitment, and Retention

**Problem Statement 8**: Teacher attendance effects student achievement
**Root Cause 8**: Teachers feel overwhelmed and/or stressed with the demands of education
**Problem Statement 8 Areas**: Staff Quality, Recruitment, and Retention

**Problem Statement 9**: Teacher need to do a better job of unpacking the TEKS and providing engaging activities
**Root Cause 9**: Staff have not had enough experience with unpacking the TEKS on a regular basis and releasing the learning to students
**Problem Statement 9 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 10**: Parent Engagement decreases when students enter junior high.
**Root Cause 10**: Kids do not want parents at the school when they get older
**Problem Statement 10 Areas**: Parent and Community Engagement

**Problem Statement 11**: Lack of updated technology to offer a 1;1 environment so all students can have access
**Root Cause 11**: Funding
**Problem Statement 11 Areas**: Technology

**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:** McAdam's Junior High School will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 1:** All MJHS students will show at least one year of progress in Reading & Math.

**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:** 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.<br>**Strategy's Expected Result/Impact:** Purchase orders of supplies/ materials provided. Continued student improvement on local CBAs and state assessments.<br>**Staff Responsible for Monitoring:** Academic Coaches<br>Teachers<br>Administrators<br><br>- **TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 211-Title IA, - Local Funding, - IDEA, - 263-Title IIIA | | | | 790 |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Utilize contracted services for reading, writing, or math professional development for teachers, academic coaches, and administrators on best practices to ensure student success.<br>**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.<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br>Academic Coaches<br><br>- **TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Students will set learning goals, and analyze and track their own data after each summative assessment.<br>**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.<br>**Staff Responsible for Monitoring:** Interventionists and Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** 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.<br>**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.<br>**Staff Responsible for Monitoring:** Instructional Coaches, Interventionists and Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | 791 |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Teachers, along with instructional interventionists, will provide Tier 1 and Tier 2 intervention for students who are not demonstrating mastery of essential standards.<br>**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.<br>**Staff Responsible for Monitoring:** Administrators and Interventionists<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - Local Funding | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Students who do not meet standard on STAAR assessments will be provided accelerated learning.<br>**Strategy's Expected Result/Impact:** Documentation of interventions provided to students. Students will meet standard after required intervention.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - 199-SCE, - Local Funding | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** The AVID elective class and AVID Excel classes will be used to support students to succeed in core classes.<br>**Strategy's Expected Result/Impact:** Students' grades and test scores will show an increase in performance over time.<br>**Staff Responsible for Monitoring:** AVID Teacher/Coordinator<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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**Goal 1:** McAdam's Junior High School will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 2:** EB students will increae their individual performance on TELPAS.

**High Priority**

**Evaluation Data Sources:** TELPAS

| 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.<br>**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..<br>**Staff Responsible for Monitoring:** Instructional Coaches, RLA Interventionist & Administrators<br>**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 word walls with pictures and other vocabulary strategies in all classrooms to support academic language development.<br>**Strategy's Expected Result/Impact:** Word walls and other vocabulary strategies evidenced in walkthroughs and observations will increase students' use of academic vocabulary.<br>**ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - 211-Title IA, - 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. Teachers New to DISD will receive trainin in August BTS training<br>**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.<br>**Staff Responsible for Monitoring:** Campus administrators<br>**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.<br>**Strategy's Expected Result/Impact:** Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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**Goal 1:** McAdam's Junior High School will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 3:** Special Education students will meet or exced their 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:** Case managers will actively monitor classroom implementation of student accommodations and will support teachers as needed to ensure student needs are met.<br>**Strategy's Expected Result/Impact:** Special Education assessment scores (CBA, STAAR) will improve.<br>**Staff Responsible for Monitoring:** SPED Administrator and department chair, case managers<br><br>**Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding | | | | |
| 0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue | | | | |

795

**Goal 2:** McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 1:** Student attendance will average 96% or above for the school year.

**High Priority**

**Evaluation Data Sources:** MJHS student attendance reports.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The attendance committee will plan and implement attendance incentives for students and staff each nine weeks.<br>**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.<br>**Staff Responsible for Monitoring:** Assistant Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Students identified as homeless will be provided clothing, school supplies and transportation as needed in order for them to attend school daily.<br>**Strategy's Expected Result/Impact:** Attendance and discipline records, transportation logs. Increasing student attendance at home campus will result in improved academic performance.<br>**Staff Responsible for Monitoring:** Counselors, CIS, District Social Worker<br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | 796 |

| 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.<br>**Strategy's Expected Result/Impact:** Contact logs will document communication; Student attendance will improve<br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

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

**Goal 2:** McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 2:** The total number of discipline referrals will decrease by 10% from the previous year.

**High Priority**

**Evaluation Data Sources:** Skyward discipline referral reports.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Campus staff will be trainind on Restorative Practices, PBIS or other proactive strategies to build relational capacity between adults and students.<br>**Strategy's Expected Result/Impact:** Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success<br>**Staff Responsible for Monitoring:** Principal<br><br>**ESF Levers:**<br>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.<br>**Strategy's Expected Result/Impact:** Skyward ISS/OSS data collected every 3 months. RDA improvement on ISS/OSS placement of Special Education students.<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | |



| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Campus will implement a tiered discipline system including school-wide systems, proactive measures and intervention strategies that occur prior to an office referral.<br>**Strategy's Expected Result/Impact:** Skyward documentation will reflect implementation of the process; behavioral supports will be effective and students' instructional time will increase.<br>**Staff Responsible for Monitoring:** Assistant Principals, Behavior Coaches<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Campus PBIS (Positive Behavior Interventions and Supports) Committee will coordinate campus-wide systems, train staff, collect data, and make adjustments so that campus systems are clearly communicated and effectively implemented.<br>**Strategy's Expected Result/Impact:** Staff, parent and student survey responses will be collected annually; surveys will reflect positive perceptions of school culture.<br>**Staff Responsible for Monitoring:** Principal and Committee Chairpersons.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

798

**Goal 2:** McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 3:** All of MJHS students will receive instruction in areas such as bullying prevention, drug prevention, conflict resolution, etc.

**Evaluation Data Sources:** Evidence of training 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.<br>**Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals.<br>**Staff Responsible for Monitoring:** Counselors<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - Local Funding | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Campus will participate in Red Ribbon Week.<br>**Strategy's Expected Result/Impact:** Schedule of events.<br>Survey of students.<br>The result will be an increased awareness of the importance of being drug free.<br>**Staff Responsible for Monitoring:** Counselors | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** McAdam's Junior High School will provide a physically and emotionally safe, healthy, and equitable environment.

**Performance Objective 4:** MJHS will participate in a school health program through collaboration with physical education teachers.

**Evaluation Data Sources:** Continued implementation of district-wide health program through lessons designed to provide a variety of health oriented instructional activities.

| 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.<br>**Strategy's Expected Result/Impact:** PE lesson plans and documented walk-throughs, observations will demonstrate integration of health into planned activities.<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | |

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

800

**Goal 3:** McAdam's Junior High School will make family and community partnerships a priority.

**Performance Objective 1:** TEachers will use Schoology and Skyward to regularly communicate with students and parents durign 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.<br>**Strategy's Expected Result/Impact:** Up-to-date teacher Schoology accounts and use of the Teacher Log in Skyward will facilitate campus-home communication.<br>**Staff Responsible for Monitoring:** Technology Liason<br><br>**Funding Sources:** - Local Funding | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

801

**Goal 3:** McAdam's Junior High School will make family and community partnerships a priority.

**Performance Objective 2:** MJHS will engage with parents and our community and encourage parental involvement and attendance at events/activities on topics such campus cultures and climate, safety and security, curriculum and instruction, STAAR testing and assessment, and transition.

**High Priority**

**Evaluation Data Sources:** Parent attendance at events (sign-in sheets & agendas)

| 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets from meetings. Documented phone calls from teachers/ administrators.<br>Consistent communication will improve parent perception of school, and increase student attendance and performance.<br>**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 MJHS, meet with the counselor and/ or teachers and attend meetings if they are: transitioning from middle school to MJHS, or transitioning from out of district , home schooling or private schools to MJHS.<br>**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.<br>**Staff Responsible for Monitoring:** Administrators, Parental Involvement Committee chairperson<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - Local Funding | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** To support campus literacy, MJHS will plan events for students and parents such as book fairs, field trips, author visits, and literacy nights.<br>**Strategy's Expected Result/Impact:** Documentation of sign-in sheets of parents and students attending will increase communication and relationship between home and school.<br>**Staff Responsible for Monitoring:** ELA Interventionist, Instructional Coaches and Librarian<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** MJHS 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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**Funding Sources:** - Local Funding | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** MJHS 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.<br>**Strategy's Expected Result/Impact:** Documentation of sign-in sheets for attendance will result in increased attendance and performance.<br>**Staff Responsible for Monitoring:** Parental Involvement Committee chairperson, Interventionists and Instructional Coaches<br><br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | |

803

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** MJHS, 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.<br>**Strategy's Expected Result/Impact:** Documentation of students receiving additional counseling, instructional materials, drop-out/attendance meetings with parents and students will increase attendance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals and counselors<br><br>**Funding Sources:** - 199-SCE | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** MJHS staff will receive resources/training on how to effectively communicate with parents to ensure quality education for every student.<br>**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.<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** Campus provides interpreters for 2nd language families at ARDs,LPAC meetings and at campus programs or meetings.<br>**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. | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** 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.<br>**Strategy's Expected Result/Impact:** Meeting sign-in sheets at activities. Increased volunteers for MJHS actively engaged in improving MJHS academic goals. | | | | |



No Progress


Accomplished

Continue/Modify

Discontinue

804

**Goal 4:** McAdam's Junior 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:** All first year teachers, new to the profession, will be assigned a mentor and supported at the campus and district level, and those new to the campus will be assigned a buddy teacher to provide support and assistance with campus procedures and expectations.

**High Priority**

**Evaluation Data Sources:** DISD First Year Teacher Academy Agenda's and Mentor assignments. Instructional Coaching support documentation.

| 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.<br>**Strategy's Expected Result/Impact:** Retention rate of new staff<br>**Staff Responsible for Monitoring:** Campus Administrators | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers.<br>**Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - Local Funding | | | | |

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

**Goal 4:** McAdam's Junior 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:** At a minimum, 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:** Teacher survey participation and feedback results.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** An anonymous survey will be created by the PBIS Committee and given to all staff.<br>**Strategy's Expected Result/Impact:** Survey distributed to staff once each semester. Majority of surveys will be positive. | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion. | | | | |

| 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.<br>**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.<br><br>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.<br><br>The result will be a positive culture and climate reflected in survey data.<br>**Staff Responsible for Monitoring:** Principal & PBIS Committee chairpersons<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

806

| 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.<br>**Strategy's Expected Result/Impact:** Teachers will be supported and will become more effective as a result of the training and coaching.<br><br>Teacher retention will be high.<br><br>Support and satisfaction will be reflected in survey data.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

807

**Goal 4:** McAdam's Junior 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:** All MJHS 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:** Individual portfolio reports in eduphoria and attenance reports

| 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.<br>**Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.<br>**Staff Responsible for Monitoring:** Principal & Ed Services Department for Summer PD<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - IDEA B, - Local Funding, - Outside Agency | | | | |

808

| 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.<br>**Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Funding Sources:** - Local Funding, - 255-Title IIA | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Selected MJHS staff will attend AVID Summer Institute in order to maintain a site team and effectively implement the AVID elective and AVID Excel classes.<br>**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.<br>**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.<br>**Strategy's Expected Result/Impact:** Our professional growth will positively impact campus culture and student achievement. | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Students' academic performance will increase<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - 211-Title IA, - Local Funding | | | | 809 |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** McAdam's Junior 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:** All teachers providing instruction to GT and/or EB students, will have the required training or certification.

**Evaluation Data Sources:** Staff certifications and professional development reports will reflect teacher have completed the appropriate trainings.

810

**Goal 5:** McAdam's Junior High School will provide operational services to support the success of student learning.

**Performance Objective 1:** Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the MJHS campus will be maintained.

**Evaluation Data Sources:** The MJHS campus will continue to remain in good condition and work orders will reflect competion in a timely manner.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

811

**Goal 5:** McAdam's Junior High School will provide operational services to support the success of student learning.

**Performance Objective 2:** Schoology and other technology resources will be acquired, used and maintained to enhance instruction in every classroom during the school year.

**Evaluation Data Sources:** DISD & MJHS Technology refresh plan, Budget documents which reflect ongoing investment in technology resources, technology usage demonstared in walkthroughs and observations.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Students will have the opportunity to select technology courses including Professional Communications, Project Lead the Way, and Principals of Human Services.<br>**Strategy's Expected Result/Impact:** Enrollment will increase students' interest and skills in technology-based courses.<br>**Staff Responsible for Monitoring:** Counselors | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Students will use technology resources in order to engage in academic learning.<br>**Strategy's Expected Result/Impact:** Evidence of computer application usage in lesson plans, walkthroughs and observations.<br>**Staff Responsible for Monitoring:** Instructional coaches and department chairs | | | | 812 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Campus staff and technology integration specialist will provide technology training for teachers.<br>**Strategy's Expected Result/Impact:** Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers.<br>**Staff Responsible for Monitoring:** Educational Technology Specialiats and Campus Tech Liason | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# State Compensatory

## Budget for McAdams Junior High

**Total SCE Funds:** $0.00
**Total FTEs Funded by SCE:** 22.41
**Brief Description of SCE Services and/or Programs**

## Personnel for McAdams Junior High

| 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 |

814

# 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 | 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 | | | $0.00 |
| 4 | 3 | 1 | | | $0.00 |
| 4 | 3 | 5 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

815

| 255-Title IIA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |
| 4 | 3 | 1 | | | $0.00 |
| 4 | 3 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 199-SCE | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 6 | | | $0.00 |
| 3 | 2 | 6 | | | $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 | 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 |
| 4 | 1 | 2 | | | $0.00 |
| 4 | 3 | 1 | | | $0.00 |
| 4 | 3 | 2 | | | $0.00 |
| 4 | 3 | 5 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| IDEA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 263-Title IIIA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |

| 263-Title IIIA | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 4 | 3 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| IDEA B | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 1 | | | $0.00 |
| 4 | 3 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| Outside Agency | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 2 | | | $0.00 |
| 4 | 3 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

817

# 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<br>*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<br>*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**<br>*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.) | | | | | | | |
| | | | | | | | | |
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**Progress Measures**: (○) Not Started; (◪) In Progress; (◕) Good Progress; (☑) Completed

# AVID School-wide College Readiness Plan

**District: Dickinson ISD** **Campus: MJHS** **Date: 2020-21**

| III. SYSTEMS<br>*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. | | | | | | | |
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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**

| II. SYSTEMS<br>*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<br>*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. | | | | | | | |
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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**

| V. SYSTEMS<br>*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<br>*Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **GOAL** | **A. Develop carefully aligned and integrated strategic plans for AVID Site Team, Campus Improvement, District Improvement and AVID District Site Team.** | | | | | | | |
| | | **Progress** | | | | | | |
| | **Actions** | | | | | **Responsible** | **Evidence** | |
| | **1)** The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan. i.e. WICOR, Binders, etc. | | | | | | | |
| | **2)** A member of the AVID Site team will serve on Campus Improvement site team. | | | | | | | |
| | **3)** Gator Way advisory will be used to systematically push out WICOR/ AVID Strategies campus wide. | | | | | | | |
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**Progress Measures**: (○) Not Started; (◪) In Progress; (◪) Good Progress; (☑) Completed

# AVID School-wide College Readiness Plan

**District: Dickinson ISD** **Campus: MJHS** **Date: 2020-21**

| **III. LEADERSHIP**<br>*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. | | | | | | | |
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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**<br>*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. | | | | | | | |
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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**<br>*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**<br>*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

# 2023-2024 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 3736 students in grades 9 to 12. This campus is a Title I Schoolwide Campus.

The student population is 19.49% African-American, 24.97% White,1.95 % Asian, 50.96% Hispanic, 2.22% Two or More Races with 2429 or 65.02% of our students identified as Economically Disadvantaged. Dickinson HS serves 433 (11.59%) English Language Learners; 551 (14.75%) students who receive Special Education services; 177 (4.74%) are identified as Gifted/Talented students. 183 or 4.90% of our students are identified as Dyslexic and 322 of our Dickinson HS students receive accommodations as 504 students.

The staff population is 13% African-American, 73% Anglo, 12% Hispanic, 38% male and 62% 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. 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.

**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 |

| Spring 2022 STAAR EOC, Algebra I | | | | | | | |
|---|---|---|---|---|---|---|---|
| DICKINSON HIGH SCHOOL | 799 | 27 | 3777 | 51% | 70% | 29% | 10% |
| 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% |

| Spring 2022 STAAR EOC, US History |
|---|

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## Spring 2022 STAAR EOC, Algebra I

| | 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

| | 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% |

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| Spring 2022 STAAR EOC, Algebra I | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 |
| % 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 | Certifications |
|---|---|---|---|
| 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 |

**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.



**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** 845

- The DHS new teacher mentor program supports first year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- DHS teachers are paired with a content "buddy" who is available to assist with lesson planning, student discipline/classroom management, preparing for an unexpected absence, etc.
- DHS has a structured, tiered leadership team that consists of a department chairperson and content specific teachers leaders i.e. mathematics department chairperson, Algebra I team leader, Geometry team leader, Algebra II team leader, etc.
- Quality, focused staff development opportunities are made available to all teachers.
- District curriculum specialists in mathematics, science, social studies, and English language arts provide on-going, timely support through model lessons, staff development, and the development of high quality curriculum materials/resources and assessments.
- Administrators conduct regular walk-throughs and give timely feedback.
- Collaborative planning (PLC) is implemented in all core content areas.
- The master schedule provides a common planning time for all core subject teachers.
- Department leaders and team members serve on interview committees when hiring new teachers.
- DHS continues to hire highly qualified teaching alternative certification candidates from recognized TEA Education Service Centers (Reg 4 and 13). Administrators from the regional service center programs observe first year teachers several times each semester.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** Ongoing need to increase quality and availability of support programs from district and campus for new teachers. **Root Cause:** Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

**Problem Statement 2 (Prioritized):** Increase availability and variety of professional development for faculty and staff. **Root Cause:** Requirements for certification are non-negotiable but as a district, we ask much of our teachers on "their own time" in terms of professional development. Providing exchange day options is a great help for this issue.

**Problem Statement 3 (Prioritized):** The PLC model has not been implemented with fidelity. **Root Cause:** Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

**Problem Statement 4:** Recruitment of highly-qualified teachers continues to be problematic for DHS. **Root Cause:** Teacher retirement and leaving the profession due to the time commitment and the emotional demands of teaching. In addition, the stresses of the Covid pandemic also play a significant role in the retention and recruitment of teachers.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

Dickinson High School provides common planning for teachers who teach in the four core areas (English, mathematics, science, and social studies). This Collaborative Planning time is used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. District level curriculum specialists provide additional support to core departments through well-articulated, tightly aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation, and mentoring. A full time curriculum specialist in English and math are assigned to the campus. In addition, a reorganization of 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.

# 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 1**: We need expanded access and use of technology for teachers in the areas of instruction, data, and management.

**Root Cause 1**: As is always the case, available funding makes this an ongoing challenge.

**Problem Statement 1 Areas**: Technology

**Problem Statement 2**: Our STAAR EOC scale scores continue to fall below the State and Region IV average.

**Root Cause 2**: Our students enter high school with below grade level reading/writing (Literacy) skills.

**Problem Statement 2 Areas**: Student Achievement

**Problem Statement 3**: Despite progress, DHS continues to lag behind the State and Region IV in 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 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

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**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 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 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 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 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 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

**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

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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 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 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 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

**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

**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.

**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.

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**Problem Statement 19 Areas**: School Context and Organization

**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

# 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.<br>**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.<br>Improve student performance on Common Formative/Summative assessments, State Interim assessments, and course grades.<br>Increase in HS graduation rate.<br>Improve college/career readiness for all students.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Supervising Dept. Administrator<br>Instructional Specialists<br>Department Leaders<br>Team Leaders<br>Classroom Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 211-Title IA - 211-8-13-001-30-24-6200-DW | | | | 858 |

| 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.<br>**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.<br>**Staff Responsible for Monitoring:** Campus administrators<br>Dean of Instruction<br>Lead teachers<br>Classroom teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**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.<br>**Strategy's Expected Result/Impact:** Improve Dickinson High School's rating in the Texas school accountability system<br>**Staff Responsible for Monitoring:** Campus Administrators<br>All Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**Funding Sources:** - No Funding Required | | | | 859 |

| 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).<br>**Strategy's Expected Result/Impact:** Reduction in course failure fates.<br><br>Improve student performance on formative/summative assessments<br>**Staff Responsible for Monitoring:** Classroom Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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:<br>1. assignment to the DHS intervention period<br>2. computer generated supplemental instruction<br>3. teacher tutoring before/after school<br>4. tutoring in LWOD, possibly virtually<br>5. individualized or small-group instruction within a pull-out program<br>6. individualized and/or small-group instruction within the regular classroom<br>**Strategy's Expected Result/Impact:** Improve student performance on formative/summative assessments, Interim assessments, EOC assessments and course grades.<br>Improve HS graduation rate.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Classroom Teachers<br>Inclusion-Support Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** Intervention Materials, High Quality Learning Resources - 211-Title IA, - 199-SCE, - Local Funding | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Improved student achievement by increasing learning time.<br>Improved student achievement by providing "just in time" interventions/remediation.<br>Improved literacy and numeracy skills for struggling students by providing focused, individualized, prescriptive practice.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Dean of Instruction<br>All Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** Improve student performance on PSBM and EOC assessments by SpEd students.<br>Reduce course failure rates.<br>Increase student engagement.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Supervising Dept. Administrator<br>Special Education Dept. Leader<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - IDEA B, - Local Funding | | | | |

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| 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.<br><br>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.<br><br>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.<br>**Strategy's Expected Result/Impact:** Improve the academic performance of students who struggle in reading, writing, and/or mathematics.<br>Improve EOC scores.<br>Reduce failure rates<br>Increase student engagement<br>Increase high school graduation rates<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Supervising Dept. Administrator<br>Lead Counselor<br>Math/Language Arts Curriculum Specialist<br>Classroom Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - Local Funding | | | | 862 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve performance of special education students on Curriculum Formative and Summative Assessments (CFA and CSA) and Interim EOC assessments.<br>Increase student engagement.<br>Reduce course failure rates.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Supervising Dept. Administrator<br>Special Education Dept. Leader<br>Lead Counselor<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** Reduce course failure rates.<br>Improve student performance on formative and summative assessments (CFA and CSA) and STAAR assessments.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Supervising Dept. Administrator<br>Classroom Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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).<br>**Strategy's Expected Result/Impact:** Reduce course failure rates.<br>Provide just-in-time remediation during the regular school day for all students.<br>Improve student performance on PSBM and STAAR EOC assessments<br>**Staff Responsible for Monitoring:** Principal<br>Campus Administrators<br>All Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br><br>Utilize the OnData Suite to generate reports and actively analyze data to inform and guide instruction.<br>Utilize Lead4Ward templates/reports to analyze data and guide instruction.<br>Utilize Cambium to analyze STAAR data.<br>**Strategy's Expected Result/Impact:** Increase teacher knowledge and awareness of their students' previous academic achievement and timely monitoring of current year's performance.<br><br>**Staff Responsible for Monitoring:** Campus administrators<br>Instructional Specialists<br>Algebra I teachers<br>Biology teachers<br>English I teachers<br>English II teachers<br>US History teachers<br><br>**Funding Sources:** - No Funding Required | | | | 864 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve academic performance of special education/504/ELL students on all assessments including STAAR EOC.<br>**Staff Responsible for Monitoring:** All teachers<br>Inclusion Support Teachers<br>Dyslexia Specialist<br>ELL Support Specialist<br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** Improve student achievement of ELL students as measured by TELPAS, OLPT, STAAR EOC, PSAT/SAT/ACT.<br>Accelerate English acquisition of our EL students.<br>**Staff Responsible for Monitoring:** Campus Principal<br>Dean of Instruction<br>Instructional Specialists<br>All Administrators<br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - Local Funding, - Special Programs | | | | 865 |

| 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.<br><br>Staff three (3) instructional paraprofessional positions to provide in-class support for all ELL students.<br>**Strategy's Expected Result/Impact:** Improve student achievement of ELL students as measured by TELPAS, OLPT, STAAR EOC, PSAT/SAT/ACT.<br>Accelerate English acquisition of our ELL students.<br>**Staff Responsible for Monitoring:** Lead Counselor<br>Dean of Instruction<br>Principal<br>ELL Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** Improve literacy skills for all students as demonstrated by improved EOC, SAT, ACT, TSI scores.<br>Increase in reading practice time for all students.<br>Increase in library circulation.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Supervising Dept. Administrator<br>Classroom Teachers<br>Librarians<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - Local Funding | | | | |

| Strategy 17 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 17:** Emphasize critical reading skills in all genres and across all disciplines by utilizing research-based instructional strategies learned through teacher participation in any of the following professional development activities: | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Abydos Writing Institute<br>TX A&M KAT Training<br>Lead4Ward Playlist<br>Notice and Note<br>AVID Institute<br>Rice AP Institutes<br>NMSI--LTF<br>Seidlitz<br>7 Steps for Language Rich Classroom<br>College Board Training<br>Campus Book Studies<br>Region IV Professional Learning<br>Harris County Prof. Learning<br>Neuhaus Training<br>Solution Tree (RtI, PLC)<br>**Strategy's Expected Result/Impact:** Improve literacy skills for all students as demonstrated by improved EOC, SAT, ACT, TSI scores.<br>Increase teacher effectiveness in literacy instruction.<br>**Staff Responsible for Monitoring:** All teachers<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**Funding Sources:** - 255-Title IIA - 255-0-13-001-30-29-6411-00 - $34,217 | | | | 867 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve reading stamina for all students.<br>Improve vocabulary for all students.<br>Improve critical reading skills for all students.<br>Improve reading motivation and student engagement with literature across all genres.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Assistant Principals<br>English Department Chair<br>ELA District Curriculum Specialist<br>English I-IV Team Leaders<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**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.<br>**Strategy's Expected Result/Impact:** Improve student performance on STAAR EOC<br>Improve student self-efficacy and confidence<br>Improve college/career readiness skills<br>**Staff Responsible for Monitoring:** Campus administrators<br>All teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - No Funding Required | | | | 868 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve instruction in literacy and differentiated instruction to meet the learning need of all students<br>Improve the quality of ELPS integration into classroom instruction<br>Improve student performance on STAAR EOC<br>Improve college/career readiness skills<br>**Staff Responsible for Monitoring:** Campus administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**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.<br>**Strategy's Expected Result/Impact:** Improve literacy skills of students identified as dyslexic<br>Improve organizational skills of students identified with dyslexia<br>Improve academic performance of students identified as dyslexic<br>Provide instructional support to core teachers for working with students identified as dyslexic<br>**Staff Responsible for Monitoring:** Principal<br><br>Dean of Instruction<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - Special Programs | | | | 869 |

| 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:<br><br>1. What do we want students to learn and/or be able to do?<br>2. How will we access mastery?<br>3. What will we do for students who do not demonstrate mastery?<br>4. How will we extend the lesson for students who master?<br>**Strategy's Expected Result/Impact:** Improve the quality of instruction in all classes.<br>Improve the quality of lesson planning.<br>Improve and expand the use of data to inform instruction.<br>Foster a school climate of collaboration and excellence.<br>Ensure learning for ALL<br>**Staff Responsible for Monitoring:** Department chairperson<br>Campus administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Increase parent/community awareness<br>Increase parent/community involvement in students' education<br>**Staff Responsible for Monitoring:** Principal<br>Parent Engagement Coordinator<br><br>**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%.<br>**Strategy's Expected Result/Impact:** Improve school attendance<br>Improve emotional well-being<br>Improve self-confidence<br>Develop integrated and regulated adolescent brains<br>**Staff Responsible for Monitoring:** Principal<br>Lead Counselor<br>**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.<br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - Local Funding | | | | 871 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve mental health and emotional well-being of students<br>Improve school attendance<br>Improve academic performance<br>Improve school climate<br>Improve high school graduation rate<br>**Staff Responsible for Monitoring:** School counselors<br>Campus administrators<br>**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.<br>**Strategy's Expected Result/Impact:** Credit recovery to complete high school in four years<br>**Staff Responsible for Monitoring:** Campus administrators<br>Campus counselors<br>Dean of Instruction<br><br>**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.<br>**Strategy's Expected Result/Impact:** Reduce recidivism to DAEP<br>Improve school attendance<br>Improve academic achievement<br>Support emotional well-being and mental health of at-risk students<br>**Staff Responsible for Monitoring:** Grade level assistant principals<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - No Funding Required | | | | 872 |

| 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.<br>**Strategy's Expected Result/Impact:** Implement the tenets of PLC with fidelity.<br>Improve teaching/instructional practices.<br>Improve learning for ALL.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Instructional Specialists<br>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.<br>**Strategy's Expected Result/Impact:** Improve student academic success<br>Improve student learning<br>**Staff Responsible for Monitoring:** Principal<br>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.<br>**Strategy's Expected Result/Impact:** Improve student academic success<br>Improve teacher-student-parent communication<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

873

**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<br>PreAP/AP teachers<br>Campus administrators<br><br>**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<br>Improve masters grade level performance on STAAR EOC<br>Improve college readiness | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Curriculum specialists<br>Campus administrators<br>AP teachers<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**Funding Sources:** - Local Funding | | | | |

| 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.<br>**Strategy's Expected Result/Impact:** Improve AP exam performance<br>Increase the number of qualifying scores on AP exams<br>Improve college readiness<br>Improve masters grade level performance on STAAR EOC<br>**Staff Responsible for Monitoring:** Campus administration<br>Department leader<br>AP teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**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<br>**Strategy's Expected Result/Impact:** Reduce course failure rates<br>Improve AP exam performance<br>Improve masters grade level performance on STAAR EOC<br>Improve college readiness<br>**Staff Responsible for Monitoring:** Campus administration<br>PreAP/AP teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**Funding Sources:** - Local Funding | | | | 875 |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Offer additional PreAP/AP, Dual Credit and "Ramp UP" course offerings.<br>**Strategy's Expected Result/Impact:** Increase student enrollment in AP courses<br>**Staff Responsible for Monitoring:** Campus administration<br>PreAP/AP teachers<br>Lead counselor<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**Funding Sources:** Resources for new courses i.e. textbooks - Local Funding | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Analyze College Board student performance reports to identify and correct weaknesses in our PreAP/AP instructional program.<br>**Strategy's Expected Result/Impact:** Improve AP exam performance<br>Improve masters grade level performance on STAAR EOC<br>Improve college readiness<br>**Staff Responsible for Monitoring:** PreAP/AP teachers<br>Campus administrators<br>Director of Secondary Education<br><br>**Funding Sources:** - No Funding Required | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Analyze student performance reports with to familiarize students with AP level questions and testing practices.<br>**Strategy's Expected Result/Impact:** Improve AP exam performance<br><br>Improve masters grade level performance on STAAR EOC<br>**Staff Responsible for Monitoring:** AP teachers<br>Campus administrators<br>Director of Secondary Education<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**Funding Sources:** - No Funding Required | | | | 876 |

| 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:<br><br>College Board AP Conferences<br>AVID Conference<br>NMSI/LTF Institutes<br>RICE University AP Institues<br>U of H AP Institutes<br>**Strategy's Expected Result/Impact:** Improvement in student achievement and performance on STAAR, AP, SAT/ ACT tests.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>**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.<br>**Strategy's Expected Result/Impact:** Improvement in SAT scores<br>**Staff Responsible for Monitoring:** SAT course teacher<br>Dean of Instruction<br><br>**TEA Priorities:**<br>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<br><br>Improve TSI Reading/Writing/Math scores<br><br>**Staff Responsible for Monitoring:** Campus administration<br>ELA/Math Curriculum Specialists ELA/Math Department Heads<br>ELA/Math Teachers<br>Counselors<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**Funding Sources:** - Local Funding | | | | 878 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase the number of student applications to college<br>**Staff Responsible for Monitoring:** Campus Administration<br>Lead Counselor<br>College & Career Center Counselor<br>**TEA Priorities:**<br>Connect high school to career and college<br>**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.<br>**Strategy's Expected Result/Impact:** Increase parent participation in school activities<br>Increase in student college admissions<br>Increase in submission of student scholarship packets<br>**Staff Responsible for Monitoring:** Campus administration<br>Campus AVID TEAM<br>AVID teachers<br>**TEA Priorities:**<br>Connect high school to career and college<br>**Funding Sources:** - Local Funding | | | | 879 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase student interest in college<br>Motivate students to seek post high school learning opportunities<br>**Staff Responsible for Monitoring:** Campus administrators<br>AVID Site Team<br>**TEA Priorities:**<br>Connect high school to career and college<br>**Funding Sources:** - Local Funding | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**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.<br>**Staff Responsible for Monitoring:** Principal<br>Counselors<br>All teachers<br><br>**Funding Sources:** - Local Funding | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Increase the number of students who meet one of the criteria for career readiness under the state accountability system.<br>**Staff Responsible for Monitoring:** Principal<br>Counselors<br>CTE Director<br>CTE Teachers<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**Funding Sources:** - Local Funding | | | | 880 |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Provide an SAT Prep course for students in grades 11-12.<br>**Strategy's Expected Result/Impact:** Increase by 10% the number of students whose SAT scores meet or exceed the state/national average.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Lead counselor<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**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.<br>**Strategy's Expected Result/Impact:** Increase the number of students whose PSAT score qualifies them for National Merit consideration<br><br>Improve college readiness<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Lead Counselor<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**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.<br>**Strategy's Expected Result/Impact:** Improve students' course grades<br>Reduce course failure rates<br>Improve student performance on STAAR EOC<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>All teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**Funding Sources:** - No Funding Required | | | | 881 |

 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.<br>**Strategy's Expected Result/Impact:** Implementation and on-going monitoring of the CTE Five Year Strategic Plan<br>Increase in student enrollment in CTE courses<br>Increase in CTE course offerings<br>Increase number of industry-based certifications/licenses earned through CTE courses<br>Improve career readiness<br>**Staff Responsible for Monitoring:** CTE Director<br>Campus Principal<br>Lead Counselor<br>**TEA Priorities:**<br>Connect high school to career and college<br>**Funding Sources:** - Local Funding | | | | 882 |

| 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.<br>**Strategy's Expected Result/Impact:** Implementation of the CTE Five Year Strategic Plan<br>On-going monitoring of the CTE Five Year Strategic Plan<br>Increase in student enrollment in CTE courses<br>Increase in CTE course offerings<br>Improve career readiness<br>**Staff Responsible for Monitoring:** CTE Director<br>CTE Consultant<br>Campus Principal<br>**TEA Priorities:**<br>Connect high school to career and college<br>**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.<br>**Strategy's Expected Result/Impact:** Increase enrollment in CTE courses.<br>Increase in the number of licenses and/or certifications earned by students enrolled in CTE courses<br>Improve career readiness<br>**Staff Responsible for Monitoring:** CTE Director<br>Campus Principal<br>Counselors<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**Funding Sources:** - No Funding Required | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

883

**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.<br>**Strategy's Expected Result/Impact:** Improve student performance on STAAR EOC<br>Improve school attendance by students<br>Students are in school and performing at their highest potential<br>**Staff Responsible for Monitoring:** School counselors<br>School administrators<br>Registrar<br>Attendance Clerk<br><br>**Funding Sources:** - Local Funding | | | | 884 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve student performance on STAAR EOC.<br>Improve campus monitoring of entry/withdrawal of special populations i.e. At-risk, SpEd and ESL students.<br>Improve school attendance by students.<br>**Staff Responsible for Monitoring:** Administrators<br>Counselors<br>Registrar<br>ESL Teachers<br>ARD Facilitators<br><br>**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.<br>**Strategy's Expected Result/Impact:** Improve student performance on STAAR EOC<br>Improve school attendance by students<br>Improve parent/school communication<br>**Staff Responsible for Monitoring:** Administrators<br>Counselors<br>Teachers<br>Registrar<br>Attendance Clerks<br>Parents<br><br>**Funding Sources:** - No Funding Required | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

885

**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<br>Reduce ISS/OSS placements<br>Improve academic performance<br>Decrease Drop Out Rate<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br>Administration<br>Counselors<br>All teachers<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - 211-Title IA | Nov | Jan | Mar | June<br><br>886 |

| 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<br>Reduce ISS/OSS placements<br>Improve academic performance<br>Decrease dropout rate<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br>Administrators<br>Lead Counselor/Counseling Staff<br>Communities in Schools Liaisons<br><br>**Additional Targeted Support Strategy**<br>**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<br>Reduce ISS/OSS placements<br>Improve academic performance<br>Decrease dropout rate<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br>Administrators<br>Safe and Civil Schools Committee<br>All teachers/staff<br><br>**Additional Targeted Support Strategy**<br>**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<br>Reduce course failures due to ISS/OSS placement<br>Improve academic performance<br>Decrease drop out rate<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus administration<br>ISS Teacher<br>Department Heads<br>Team Leaders<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - Local Funding | Nov | Jan | Mar | June<br><br>887 |

| 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<br>Improve academic performance<br>Improve school culture/climate<br>Involve parents<br>**Staff Responsible for Monitoring:** Campus principal<br>Counselors<br>Assistant Supt. for Administration<br><br>**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<br>Asst principals<br>Counselors<br>CIS<br>GCSD SLOs<br>Campus security monitors<br><br>**Funding Sources:** - Local Funding | | | | 888 |

| 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.<br>Equip students with a life-long communication skill. | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Counselors<br>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.<br>**Strategy's Expected Result/Impact:** Improve student behavior<br>Reduce discipline referrals<br>Improve student academic achievement<br>**Staff Responsible for Monitoring:** Administrators<br>Dean of Instruction<br>Lead Counselor | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

889

**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<br>Increase student engagement and class attendance<br>**Staff Responsible for Monitoring:** Campus principal<br>Administration<br>Teachers<br><br>**Additional Targeted Support Strategy**<br>**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<br>Improve student attendance<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br>Assistant principals<br>Safe and Civil Schools Committee<br>All teachers<br><br>**Additional Targeted Support Strategy**<br>**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<br>Notification reports<br>Truancy letters<br>Court referrals<br>**Staff Responsible for Monitoring:** Asst principals<br>Dean of Instruction<br>Dir of Student Services<br>Dir of Technology<br>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<br>Achievement data<br>Decreased dropout rates<br>**Staff Responsible for Monitoring:** Campus admin<br>Counselors<br>Sp Ed<br>Homeless liaison<br>CIS<br>Staff | | | | 891 |

| 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<br>**Staff Responsible for Monitoring:** Campus admin<br>Counselors<br>Homebound teachers<br>SP ED<br>ARD facilitators<br>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.<br>**Strategy's Expected Result/Impact:** Reduce tardies<br>Increase learning time<br>**Staff Responsible for Monitoring:** Grade level assistant principals<br>Teachers | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

892

**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.<br>**Strategy's Expected Result/Impact:** Club/organization communications<br>Membership data<br>**Staff Responsible for Monitoring:** Campus principal<br>Lead counselor<br>College & Career Center Coordinator<br>Club/organization sponsors<br>DISD webpage<br>DISD Facebook<br>DHS webpage<br>DHS Facebook<br><br>**Funding Sources:** - 211-Title IA | | | | 893 |

| 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.<br>**Strategy's Expected Result/Impact:** Increased membership<br>**Staff Responsible for Monitoring:** Journalism and A/V teachers<br>College & Career counselor<br>Club/organization sponsors<br>Campus social media administrators<br>Campus principal<br><br>**ESF Levers:**<br>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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Implement a school wide fitness assessment for all students (Fitnessgram).<br>**Strategy's Expected Result/Impact:** Fitness Gram data<br>**Staff Responsible for Monitoring:** Assistant Athletic Director<br>PE Teachers<br><br>**Funding Sources:** Fitness Gram Assessments - Local Funding | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Reduced DAEP placements<br>Increased Red Ribbon Awareness and presence on campus<br>Teacher/student survey<br>Decreased ISS/OSS placements<br>Decreased DALC placements<br>Decreased dropout rate<br>**Staff Responsible for Monitoring:** Campus administration<br>Communities in Schools Liaisons<br><br>**Funding Sources:** - Local Funding | | | | 894 |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Provide health advocacy seminars for students and staff during Parent University, booster club meetings, PTO meetings and Open House.<br>**Strategy's Expected Result/Impact:** Seminar schedules and topics list<br>Seminar attendance data<br>**Staff Responsible for Monitoring:** Campus administration<br>Lead counselor<br>School nurse<br>Food and Nutrition Staff<br><br>**Funding Sources:** - No Funding Required | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Implement summer athletic and fine arts camps and programs for students.<br>**Strategy's Expected Result/Impact:** Program attendance data<br>**Staff Responsible for Monitoring:** DHS Athletic Director<br>DHS Assistant Athletic Director<br>DHS Fine Arts Directors<br>DHS teachers and coaches<br>DISD Fine Arts Director<br><br>**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).<br>**Strategy's Expected Result/Impact:** Student membership data<br>**Staff Responsible for Monitoring:** Campus administration<br>Health Advisory Committee Chair<br><br>**Funding Sources:** - 199-SCE | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | 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.<br>**Strategy's Expected Result/Impact:** Documented required trainings provided for faculty/staff of DHS<br>**Staff Responsible for Monitoring:** Campus administrators<br>Counselors<br><br>**Funding Sources:** - Local Funding | | | | |

895

| 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.<br>**Strategy's Expected Result/Impact:** Improve student engagement<br>Provide leadership training and experience<br>Increase student participation in community service projects<br>**Staff Responsible for Monitoring:** Campus administrators | | | | |

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 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Provide opportunity for abstinence/sex education for pregnancy prevention.<br>**Strategy's Expected Result/Impact:** Participation data<br>Decreased at-risk behaviors<br>**Staff Responsible for Monitoring:** Campus administration<br>Health/PE department chair<br>School nurse<br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - 199-SCE | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **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.<br>**Strategy's Expected Result/Impact:** Reduced ISS/OSS placements<br>Reduced DALC placements<br>Increased Red Ribbon Awareness and presence on campus<br>Teacher/student survey<br>Decreased dropout rate<br>Decreased student at-risk behaviors<br>**Staff Responsible for Monitoring:** Administration<br>Communities in Schools Liaisons<br>**Additional Targeted Support Strategy**<br>**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<br>AVID program certification<br>Campus climate survey (teachers/students)<br>**Staff Responsible for Monitoring:** Campus administration<br>AVID Administration/Coordinator<br><br>**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<br>Reduction in discipline referrals<br>Reduction in ISS/OSS placements<br>Reduction in DALC placements<br>Reduction in dropout rates<br>Increased student attendance<br>Increased student participation in school activities<br>**Staff Responsible for Monitoring:** Campus administrators<br>TE director<br>Counselors<br>Teachers<br>Broadcast class teachers<br><br>**Additional Targeted Support Strategy**<br>**Funding Sources:** - Local Funding | Nov | Jan | Mar | June<br><br>897 |

| 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.<br>**Strategy's Expected Result/Impact:** Improved school climate<br>Reduction in reported bullying incidents<br>Increased awareness of bullying protocols and procedures<br>**Staff Responsible for Monitoring:** Campus administrators<br>District technology<br>Counselors<br>Teachers<br><br>**Funding Sources:** - Local Funding | | | | |

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

898

**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<br>Lead counselor<br>Counselors<br><br>**Funding Sources:** Naviance program, Professional development for Naviance-High School Allotment funds - Local Funding | | | | |

| Strategy 2 Details | Reviews | | | 899 |
|---|---|---|---|---|
| **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<br>Improve parent participation<br>Improve school culture/climate | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus administration<br>Counselors<br><br>**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.<br>**Strategy's Expected Result/Impact:** Improve parent/student communication<br>Improve parent participation<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br>Director of Technology<br>DISD Communications department<br>Broadcasting/journalism teachers<br><br>**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.<br>**Strategy's Expected Result/Impact:** Increase in Parent Engagement Communication<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** - Local Funding | | | | 900 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase parent Booster Club and PTO membership and participation<br>Improve parent communication<br>**Staff Responsible for Monitoring:** Campus principal<br>Asst principals<br>Directors/Coaches<br><br>**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<br>Increase parent involvement & engagement<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus admin<br><br>**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<br>Increase parent involvement & engagement<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br><br>**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<br>Improve business/industry involvement<br>Improve communication<br>Improve school image<br>**Staff Responsible for Monitoring:** Dir of Communication<br>Campus principal<br>Dir of Athletics<br><br>**Funding Sources:** - No Funding Required | Nov | Jan | Mar | June |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Work with McAdams and Kranz JHS to promote student transition activities for incoming ninth grade students and parents. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improve transition experience for incoming ninth graders | Nov | Jan | Mar | June |

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

902

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Designate personnel to manage the campus website and the DHS Facebook page.<br>**Strategy's Expected Result/Impact:** Improve quality of the DHS web page and DHS Facebook page<br>Increase parent/community involvement<br>Increase Twitter traffic for communication purposes<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br>DISD Director of Communications<br>Journalism/broadcast teachers<br>College Career Center staff<br><br>**Funding Sources:** - No Funding Required | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Ensure all infrastructure is in place to allow quality web publishing.<br>**Strategy's Expected Result/Impact:** Improve communication with parents, students, community<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br>Director of Technology<br>Journalism/broadcast teachers<br><br>**Funding Sources:** - No Funding Required | | | | |

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<br>**Strategy's Expected Result/Impact:** Increase parent access to student performance data<br>Improve communication<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Director of Communications<br>Campus principal<br>Assistant principals<br>CTE Director<br>Counselors<br>College Career Center staff<br><br>**Funding Sources:** - Local Funding | | | | 904 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase parent access to student performance data<br>Improve communication<br>Improve school culture/climate<br>**Staff Responsible for Monitoring:** Campus principal<br>DHS librarians<br>Director of Technology<br><br>**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 | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide Fish Camp Orientation for incoming Ninth Graders and Parents--August 2021 | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Get to know our incoming ninth graders and their parents.<br>**Staff Responsible for Monitoring:** Ninth Grade Associate Principal<br>Ninth Grade Assistant Principals<br><br>**Funding Sources:** - No Funding Required | Nov | Jan | Mar | June |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Schedule a Community Prayer Breakfast for Local Ministers and Community Leaders --August 2022. | Formative | | | Summative |
| **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.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** - Local Funding | Nov | Jan | Mar | June |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide Booster Club Training and Orientation for Parent Booster Club leaders--August 2022 | Formative | | | Summative |
| **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.<br>**Staff Responsible for Monitoring:** Principal<br>DISD Business Office<br>Athletic Department Leaders<br>Fine Arts Department Leaders<br><br>**Funding Sources:** - No Funding Required | Nov | Jan | Mar | June |

| 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.<br>**Staff Responsible for Monitoring:** Principal<br>Lead Counselor<br><br>**Funding Sources:** - No Funding Required | Nov | Jan | Mar | June |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Schedule and conduct an Orientation and AP Exam Registration Information for Parents of AP students--September 2021 | 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.<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Lead Counselor<br><br>**Funding Sources:** - No Funding Required | Nov | Jan | Mar | June |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Schedule a College Fair and Financial Aid Night for Students and Parents<br>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.<br>**Staff Responsible for Monitoring:** Principal<br>Lead Counselor<br>College and Career Counselor<br><br>**Funding Sources:** - No Funding Required | Nov | Jan | Mar | June |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Schedule the Spring Open House and Parent University--January 2023 | 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.<br>**Staff Responsible for Monitoring:** Principal<br>Lead Counselor<br><br>**Funding Sources:** - No Funding Required | Nov | Jan | Mar | June |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** 8th Grade Student/Parent Orientation to High School--February 2023<br>**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.<br>**Staff Responsible for Monitoring:** Lead Counselor<br>Principal<br>Dean of Instruction<br><br>**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<br>**Strategy's Expected Result/Impact:** Recognize and celebrate the top performing students and their parents for their dedication to excellence in education.<br>**Staff Responsible for Monitoring:** Lead Counselor<br>Principal<br><br>**Funding Sources:** - No Funding Required | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** Schedule Monthly activities to encourage Parent Engagement.<br>**Strategy's Expected Result/Impact:** Provide meaningful, timely and relevant learning/informational activities for parents to encourage parental involvement.<br>**Staff Responsible for Monitoring:** Parent Engagement Coordinator<br>School Principal<br><br>**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.<br>**Strategy's Expected Result/Impact:** Standardization of hiring process<br>Hire highly-qualified applicants<br>**Staff Responsible for Monitoring:** Campus administrators<br>Department chairpersons<br>Interview teams<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models - No Funding Required | | | | 908 |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Require all clerical candidates to demonstrate Microsoft skills proficiency.<br>**Strategy's Expected Result/Impact:** Consistent Use of Skills Tests as part of interview process<br>Hire highly-qualified applicants<br>**Staff Responsible for Monitoring:** HR Director<br>Campus administrators<br>Department heads<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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 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.<br>**Strategy's Expected Result/Impact:** Improve campus support for new teachers<br>Improve new teacher performance<br>Improve teacher retention rate<br>Improve school culture<br>**Staff Responsible for Monitoring:** Campus administration<br>Dean of Instruction<br><br>**Funding Sources:** Articulated Mentor/Buddy Responsibilities - Local Funding | | | | 909 |

| 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.<br>**Strategy's Expected Result/Impact:** Increase teacher recognition<br>Improve teacher retention rate<br>Improve school culture<br>**Staff Responsible for Monitoring:** Campus principal<br><br>**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 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<br>Special Ed<br>504<br>At-Risk<br>Gifted<br>Emergent Bilingual<br>**Strategy's Expected Result/Impact:** Improve instruction<br>Improve teacher self-efficacy<br>Improve school culture<br>**Staff Responsible for Monitoring:** Campus administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - 255-Title IIA | | | | 910 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve instruction<br>Improve teacher self-efficacy<br>Improve school culture<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Campus Administrators<br>Curriculum Specialists<br>AVID Site Team<br>PLC Guiding Coalition<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Improve clerical efficiency<br>Improve school culture<br>Improve service to parents, students, and teachers<br>**Staff Responsible for Monitoring:** Campus administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - 255-Title IIA | | | | 911 |

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.<br>**Strategy's Expected Result/Impact:** Improve communication and address curriculum and instruction concerns and/or issues.<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - No Funding Required | | | | 912 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve CIC membership effectiveness<br>Ensure CIC membership rotation<br>**Staff Responsible for Monitoring:** Campus Principal<br><br>**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.<br>**Strategy's Expected Result/Impact:** Improve communication and address safety concerns<br>**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.<br>**Strategy's Expected Result/Impact:** Improve communication<br>Improve instruction<br>**Staff Responsible for Monitoring:** Campus principal<br>Administrators<br>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.<br>**Strategy's Expected Result/Impact:** Increased teacher / leader participation in campus activities<br>Meeting agendas / membership as evidence<br>**Staff Responsible for Monitoring:** Campus principal<br>Dean of Instruction<br>Dept chairs<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | 913 |

 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.<br>**Strategy's Expected Result/Impact:** Improve instruction<br>Increase teacher collaboration<br>Improve school culture/climate<br>Improve student performance on STAAR EOC<br>**Staff Responsible for Monitoring:** Campus principal<br>Lead counselor<br>Dean of Instruction<br>Instructional Specialists<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** - No Funding Required | | | | 914 |

| 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.<br>**Strategy's Expected Result/Impact:** Improve instruction<br>Increase teacher collaboration<br>Improve school culture/climate<br>Improve student performance on STAAR EOC<br>Improve completion rates for coherent sequence of courses<br>Increase in the number of CTE certifications/license<br>**Staff Responsible for Monitoring:** Campus administrators<br>CTE director<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**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.<br>**Strategy's Expected Result/Impact:** Cohesive, consistent understanding and use of the power of being a Professional Learning Community<br>Increased productivity<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Department APs<br>Department chairs<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>- | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

915

**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<br>**Strategy's Expected Result/Impact:** Increase the number of highly-qualified minority teachers<br>Increase the number of highly-qualified male teachers<br>**Staff Responsible for Monitoring:** DISD Dept. of Human Resources<br>Campus principal/administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Increase the number of teachers who receive their certification through alternative programs<br>Improve retention of effective teachers<br>**Staff Responsible for Monitoring:** Campus principal<br>Dean of Instruction<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Timely submission/completion of work orders<br>Improve communication<br>Reduce duplicate work orders<br>**Staff Responsible for Monitoring:** Campus administrators<br>O & F Department<br>DISD Tech dept<br>Teachers/staff<br><br>**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.<br>**Strategy's Expected Result/Impact:** Enhance, enrich and extend instruction.<br>Improve instruction<br>Readiness for virtual / home requirements<br>**Staff Responsible for Monitoring:** Campus administrators<br>Director of Technology<br>Instructional Technology Specialist<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**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.<br>**Strategy's Expected Result/Impact:** Streamline process<br>Improve efficiency<br>Improve instruction<br>**Staff Responsible for Monitoring:** Copy room clerk<br>Supervising administrator<br>Teachers/staff<br><br>**Funding Sources:** Copy room clerk - No Funding Required | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**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.<br>**Strategy's Expected Result/Impact:** Efficient utilization of allocated resources<br>Improve communication<br>Improve transparency<br>Improve classroom instruction<br>Improve/expand teacher training opportunities<br>**Staff Responsible for Monitoring:** Campus principal<br>Assistant principals<br>CIC Members<br>Bookkeeper<br><br>**Funding Sources:** Budget data, CIC meeting minutes - No Funding Required | | | | 919 |

 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<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Lead Counselor<br>Dean of Instruction<br><br>**Funding Sources:** - Bond, - Local Funding | Nov | Jan | Mar | June |

| Strategy 2 Details | Reviews | | | 920 |
|---|---|---|---|---|
| **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.<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br><br>**Funding Sources:** - Local Funding | Nov | Jan | Mar | June |

 No Progress  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

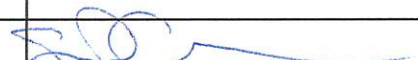
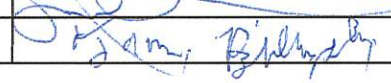
**Meeting Date: April 5, 2022**

**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, 2023

**Item Title:** MOU with Powerful Futures Initiative (PFI)

**Agenda Item:** Robert Cobb

**Background Information:**

Powerful Futures Initiative (PFI) is a local group looking to help DISD students with opportunities to develop skills, focus , and a vision for a better future for themselves and the Dickinson community. Dickinson ISD will provide access to some of our facilities to partner with PFI.

**Recommendation:**

The Superintendent and Assistant Superintendent for Administration recommend the approval of the MOU with Powerful Futures Initiative.

**Action Item: __X__ Yes___No**

**Motion made by _____seconded by _____vote_____**

# EMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU" or "Memorandum"), is entered into on September 1, 2023 (the "Effective Date"), by and between the Powerful Futures Initiative (PFI) of the Moving the World Cooperative Association (MTW), located at 1606 Newcomb Way, Houston, Texas 77058 (the "First Party"), and Dickinson ISD (DISD), located at 2218 FM 517 East, Dickinson, Texas 77539 (the "Second Party"). First Party and Second Party may be referred to individually as the "Party", or collectively, the "Parties".

## 1. MISSION

The partnership on which the Parties are intending to collaborate, has the following intended mission in mind: using sports, media, technology, and entertainment as vehicles, we will provide youth from DISD with opportunities to develop skills, focus, and a vision for a powerful future both for themselves and for the Dickinson community.

## 2. PURPOSE AND SCOPE

The Parties intend for this Memorandum to provide the cornerstone and structure for any and all future agreements being considered by the Parties and which may be related to the partnership contained herein.

## 3. OBJECTIVES

The Parties shall endeavor to possibly work together to develop and establish policies and procedures that will promote and sustain a market to:

- Provide the opportunity for greater community visibility and engagement through the Powerful Futures Initiative Basketball Camp and League. MTW/PFI will organize and run the camp and league (“Powerful Futures League” or PFL) and provide all necessary staffing and operational support to conduct a positive, safe, and fun experience for all Dickinson ISD participants and the community;
- Provide financial and academic support to Dickinson ISD PFL participants through camp scholarships, mentoring, and corporate sponsorships;
- Provide Cohort Groups and Peer Support for Dickinson PFL participants through scheduled activities, outings, and enriching community service projects for small peer groups of PFL participants;
- Provide Dickinson ISD PFL participants with Leadership Training and Character Building as young people are encouraged and developed through the Powerful Futures Initiative (PFI) to become difference makers;
- Provide additional support to any PFI/PFL Students identified by Dickinson ISD Faculty or Administration as exhibiting behavioral or attitudinal deficiencies;
- Provide extra-curricular support and enrichment for any PFI/PFL participants identified by Dickinson ISD Faculty or Administration as being uniquely qualified and deserving of special opportunities for greater mentoring, exposure and corporate sponsorship in pursuit of their academic goals and leadership aspirations;
- Produce and maintain a product and/or service that meets or exceeds all business and industry standards.

## 4. RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

Any Party may decide not to proceed with the partnership contemplated herein for any reason or no reason. A commitment with respect to the partnership described herein will result only from execution of definitive agreements, subject to the conditions contained therein. Notwithstanding the two preceding sentences of this paragraph, the provisions under the headings Governing Law and Confidentiality are agreed to be fully binding on, and enforceable against, the Parties.

The following are the individual services that the Parties are contemplating providing for the partnership.

- Facilities- DISD
- Academic Achievement Support Services- DISD
- Students- DISD
- Camps- PFI
- Mentoring- PFI
- Tutoring- PFI
- Recruiting- PFI/DISD

**5. TERMS OF UNDERSTANDING**

The term of this Memorandum shall be 1 year from the Effective Date (September 1, 2023) and maybe extended upon written mutual agreement of both Parties.

**6. CONFIDENTIALITY**

The Parties will treat the terms of this MOU, and the documents submitted herewith, in the strictest of confidence, and that such terms will not be disclosed other than to those officers, representatives, advisors, directors and employees of any Party who need to know for the purpose of evaluating this MOU and who agree to keep such material confidential.

**7. LEGAL COMPLIANCE**

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this Memorandum in accordance with and subject to the provisions of the law and regulations that govern their activities. Nothing in the Memorandum is intended to negate or otherwise render ineffective any such provisions or operating procedures. The Parties assume full responsibility for their performance under the terms of this Memorandum.

If at any time either Party is unable to perform their duties or responsibilities under this Memorandum consistent with such Party's statutory and regulatory mandates, the affected Party shall immediately provide written notice to the other Party(ies).

**8. LIMITATION OF LIABILITY**

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this Memorandum and this agreement in no way shall be considered a wavier, consent or recission of any of these protections or immunities a party may possess.

8(a). Any Party may terminate this agreement by providing notice in writing as set out in #9 as follows. Such termination will be effective 7 days after receipt of said notice and will terminate all duties and obligations of or any type whatsoever. DISD will have no further responsibility of any type whatsoever after its termination or expiration.

**9. NOTICE**

Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such address as one may have furnished to the other in writing.

**10. GOVERNING LAW**

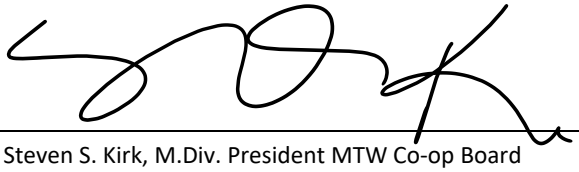
This Memorandum shall be governed by and construed in accordance with the laws of the State of Texas (Galveston County).

**11. AUTHORIZATION AND EXECUTION**

The signing of this Memorandum does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU.

This Agreement shall be signed by Powerful Future Initiative/Moving the World Cooperative Assoc. and Dickinson ISD and shall be effective as of the date first written above.

**12. Signatures**



August 7, 2023

Fr. Steven S. Kirk, M.Div. President MTW Co-op Board

(First Party Signature) (Date)

PFI-Powerful Futures Initiative/MTW
1606 Newcomb Way,
Houston, Texas 77058

(Second Party Signature) (Date)

Dickinson ISD
2218 FM 517 East
Dickinson, Texas
77539

**DICKINSON INDEPENDENT SCHOOL DISTRICT**

**BOARD AGENDA DOCUMENT**

**Meeting Date:** September 12, 2023

**Item Title:** Proposed Recruiting Schedule for 2023-2024

**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**

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

**Dickinson Independent School District**

**Hiring Event Opportunities for 2023-2024**

| Date | School / Location |
|---|---|
| October 18, 2023 | Sam Houston State University – Huntsville |
| November 2, 2023 | Texas A&M University – Galveston (TAMUG) |
| November 6, 2023 | Texas A&M University - College Station |
| November 8, 2023 | Texas State University - San Marcos |
| November 9, 2023 | University of Houston - Clear Lake (UHCL) |
| November 10, 2023 | University of Houston Systems- Houston (Houston Area Teacher Center) |
| TBA/Spring 2024 | Baylor University - Waco |
| TBA/Spring 2024 | Texas A&M University - College station |
| TBA/Spring 2024 | Texas State University - San Marcos |
| TBA/Spring 2024 | Lamar University - Beaumont |
| TBA/Spring 2024 | Sam Houston State University- Huntsville |
| TBA/Spring 2024 | Stephen F. Austin University – Nacogdoches |
| TBA/Spring 2024 | Texas A&M University – Corpus Christi (TAMUCC) |
| TBA/Spring 2024 | Texas A&M University - Kingsville (TAMUK) |
| TBA/Spring 2024 | Texas A&M University - International (TAMUI) |
| TBA/Spring 2024 | Texas A&M University – Prairie View (PVAM) |
| TBA/Spring 2024 | University of Houston - Clear Lake (UHCL) |
| TBA Spring 2024 | University of Houston Systems- Houston (Houston Area Teacher Center) |
| TBA/Spring 2024 | University of Texas – Austin (UT) |
| TBA/Spring 2024 | University of Texas at San Antonio (UTSA) |
| TBA/Spring 2024 | University of Texas at Rio Grande Valley (UTRGV) |
| TBA/Spring 2024 | Gulf Coast Teacher Job Fair - Houston |

# DICKINSON INDEPENDENT SCHOOL DISTRICT
# BOARD AGENDA DOCUMENT

**Meeting Date:** September 12, 2023

**Item Title:** Approval of Agenda Item A

**Agenda Item:** Carla Voelkel

**Background Information:**

Agenda Items:

A. Consent Agenda Items

**Recommendation:**

The Superintendent recommends approval of Agenda Item A.

**Action Item: ___√___Yes _____No**

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

# DICKINSON INDEPENDENT SCHOOL DISTRICT
## BOARD AGENDA DOCUMENT

**Meeting Date:** September 12, 2023

**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 7, 2023
- June 6, 2023 Minutes
- August 1, 2023 Minutes
- New Hires for the Week of August 7, 2023
- August 8, 2023 Minutes
- New Hires for the Week of August 14, 2023
- Agreement Between DISD and Family Service Center
- MOU Between DISD and Resource and Crisis Center of Galveston County, Inc.
- Donation to DJHS-Mark Cavazos
- Campus Fundraising Requests-MJHS Campus Activity, MJHS Band
- Donation to MJHS Royas Dance Team-Gulf Winds International, Inc.
- Approval of Proposals Received Contracted Services 23-08-1160
- Approval of Proposals Received Grounds Work Supplies 23-08-1161
- Out of State Travel-Kimberly Rich, Exec. Dir. Human Resources
- August 31, 2023 Minutes

**Recommendation:**
The Superintendent recommends the Board's ratification of the above consent items.

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