Agenda of Regular Action Meeting

The Board of Trustees
Dickinson Independent School District

A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held Monday, October 7, 2024, 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. Closed Executive Session
    - 2.A. Section 551.074 – Resignations, Retirements, New Hires
    - 2.B. Section 551.076 - Security
      Section 551.089 - Deliberation Regarding Security Devices or Security Audits Access
3. Pledge of Allegiance to the American and Texas Flags
   Presenter: Allie Mitchell, McAdams Junior High School
4. Invocation
5. Special Recognitions
    - 5.A. National Principals Month
    - 5.B. SuperGator Alumni
    - 5.C. Human Resources Day 2024
    - 5.D. Dickinson Rotary Donation
    - 5.E. DHS Band Marching Contests
    - 5.F. Texas Educational Theatre Association DHS Exemplary Campus
    - 5.G. Texas Educational Theatre Association Exemplary District
    - 5.H. DHS Capstone

6. Public Comment: Agenda Items
7. Open Forum: Non Agenda Items
8. Pedregal South Annex Appeal
9. Action on Closed Executive Session Items
    9.A. Consider Approval of Resignations, Retirements, New Hires
10. Written Reports
    10.A. School Liaison Officer Safety Report
    10.B. Tax Report for August, 2024 and Year to Date
    10.C. Bond/Construction Update
    10.D. Bilingual Education Exceptions/ESL Waivers Report
11. HB3 (2019) Board Goals for 2025-2029
12. 2024-2025 District and Campus Improvement Plan Summaries
13. Guaranteed Maximum Price #2 Elementary #8
14. School Bus Purchase
15. Nominations for the Galveston Central Appraisal District (GCAD) Board of Directors
16. Interlocal Agreement with League City-Crossing Guard
17. Amendments to School Liaison Officer Base Compensation and Administrative Assistant
18. Action Items
    18.A. Quarterly Investment Report
    18.B. Investment Strategy for 2024-2025 Fiscal Year
    18.C. Investment Policy-Board Policy CDA (LOCAL)
    18.D. Consent Agenda Items
        - Budget Amendments/Adjustments for September 12, 19, 26, and October 3, 2024
        - Donation to DHS NAHS-Donor's Choose
        - Donation to DHS PALS-Glover, Yingst, Hart
        - Donation to DHS Special Programs-Donor's Choose
        - Campus Fundraising Request-JSES 18+, MJHS Choir
        - Approval of Proposals Received DISD Imaging Program #24-09-1173
        - COM Collegiate High School 2023-2025 Agreement
19. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, October 4, 2024 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.

Dr. Rebecca Brown
Superintendent of Schools

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.074** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.082** school children; school district employees; disciplinary matter or complaint, and **Section 551.0821** for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation.

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: October 7, 2024

Item Title: National Principals Month

Agenda Item: Dr. Rebecca Brown

Background Information:

October is National Principals Month, and we want to express our heartfelt gratitude to the amazing principals who lead Gator Nation. Their dedication, passion, and commitment shape the educational experiences of our students and foster positive school cultures. Every day, our principals inspire teachers, staff, and students to strive for their best. They navigate challenges with grace and create environments where every student can thrive. This month, join us in recognizing and thanking these remarkable leaders.

To our wonderful Dickinson ISD principals, thank you for all that you do. Your leadership and tireless efforts make a profound difference. Let us all take a moment to thank a principal and show our appreciation for their invaluable contributions to our schools and communities.

Dickinson ISD principals include:

Julie O'Gea, Bay Colony Elementary
Jennifer Heard, Calder Road Elementary
Kathy Behrendsen, Hughes Road Elementary
Kim Davidson, K.E. Little Elementary
Stephanie Williams, Lobit Elementary
Nici Snyder, San Leon Elementary
Leslie Burke, Silbernagel Elementary
Brendan Fitzpatrick, Barber Middle School
Melody Lilley, Lobit Middle School
Brandi Peterson, Dunbar Middle School
Temeka Brown, Dickinson Junior High
Patrick Spies, Kranz Junior High
Chad Nuetzmann, McAdams Junior High
Courtney Ramirez, Dickinson High School
Rashad See, Dickinson Continuation Center/Dickinson Alternative Learning Center
LaDonna Pratt, Coastal Alternative Program

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: October 7, 2024

Item Title: SuperGator Alumni

Agenda Item: Tammy Dowdy

Background Information:
Dickinson ISD is starting a new recognition at our monthly Board of Trustees meeting to recognize alumni each month who are going above and beyond to volunteer in the school district and campuses on a regular basis. These alumni are giving back and making a difference in the lives of students and staff by giving of their time in inspire future Dickinson ISD alumni.

For October 2024, we are recognizing two alumni who are giving back through the Dickinson ISD Education Foundation.

Kathy Rossacci, *President of the Dickinson ISD Education Foundation*
Kathy Rossacci is a proud Gator from the Dickinson High School Class of 1974. She dedicated 35 years to educating students as a teacher before retiring from Dickinson ISD in 2012. When the Dickinson ISD Education Foundation began in 2008, she donated her time initially as a teacher representative before taking on higher roles within the foundation following her retirement. Kathy's exemplary leadership and dedication to advancing education shone brightly during her tenure as Vice President of Development, and her influence continued to grow as she transitioned in 2022-2023 to her current role as Board President. Kathy is often one of the first to volunteer, having also served as the interim director of the foundation. She provides her music services at our events, bringing joy and enhancing the experience for all attendees.

Carrie Menotti, *Vice President of Marketing and Events, Dickinson ISD Education Foundation*
Carrie Menotti is a proud Gator from the Dickinson High School Class of 1982. She also worked for Dickinson ISD for 10 years in support positions in Operations and the Business Office. Three years ago, she accepted the role as Vice President of Marketing and Events with the Dickinson ISD Education Foundation, where she has played a pivotal role in planning events which have raised money for Dickinson ISD students and staff. Last year's gala, which Carrie oversaw, raised $210,000 to support the foundation's projects throughout the year. Her leadership spearheading the gala, which is the foundation's largest event, was a driving force behind the success of the event. From seeking donors and coordinating the entertainment, to task of organizing silent auction and the setting up the event, Carrie's contributions were immeasurable.

Both Kathy and Carrie and their families have a long legacy as Gators, with both of their husbands, their children and other family members graduating from Dickinson High School.

Thank you to both Kathy and Carrie for giving of your time and your dedication to Dickinson ISD and the Dickinson ISD Education Foundation. "Once a Gator, Always a Gator".

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: October 7, 2024

Item Title: Human Resources Resolution

Agenda Item: Tammy Dowdy

Background Information:

Board President Corey Magliolo will sign a resolution proclaiming October 9, 2024 as Texas Education Human Resources Day throughout the district.

Thank you to all the members of the Dickinson ISD Human Resources Department for everything they do for employees throughout the year, and especially during spring and summer months as they prepare for a new school year.

Members of the Human Resources Department include:

Kimberly Rich, Executive Director of HR

Patricia Andersen, Director of HR

Donna Suderman, Secretary to Executive Director of HR

Morgan Ester, Benefits/Risk Management Coordinator

Maria Vargas, Benefits Specialist

Cynthia Corona, HR Generalist

Lashaunna Smith, HR Generalist

Traci Quilter, HR Generalist/Substitute Coordinator

Sharon Robert, Receptionist/Publications Technician

Board Resolution

Whereas, the Human Resources division is instrumental in recruiting, selecting, resourcing, and retaining quality staff in support of providing an excellent education for all students; and

Whereas, Human Resources plays a key role in fostering satisfaction and loyalty among employees by allowing for professional growth and development and keeping employees informed about policies, working conditions, compensation, and benefits; and

Whereas, Human Resources monitors and manages current and future workforce trends, organizational culture, legal and legislative trends, and ethical and social responsibility; and

Whereas, Human Resources is an important part of district leadership and is vital to the overall productivity and efficiency of the district's workforce; and

Whereas, Human Resources is a valued and respected department that sustains the district's most important asset — its people;

Therefore, the Board of Trustees of the Dickinson Independent School District does hereby resolve that October 9, 2024, will be observed as Texas Education Human Resources Day throughout the district. The Board also encourages students, staff, and parents to express their appreciation to our human resources team members for their dedication and commitment to Dickinson ISD employees and students.

Signature _____ Date _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: October 7, 2024

Item Title: Dickinson Rotary Kranz Band Donation

Agenda Item: Tammy Dowdy

Background Information:

The Kranz Junior High Honors Band will have the opportunity of a lifetime this December when they travel to Chicago, Illinois as one of four bands chosen from across the United States to perform at the 78th Annual Midwest Clinic. It is a very prestigious honor that would not be possible without the support of parents and donations from community partners.

We would like to recognize one special community partner for a large donation which is helping to make the trip possible for our talented students. The Rotary Club of Dickinson Board of Directors voted in September to make a $5,000 donation to the Kranz Band to help with the cost of the trip. The Rotary Club has always been a huge supporter of Dickinson ISD students and staff.

Tonight, we would like to thank the Rotary Club and its members for the donation and their support of the Kranz Junior High Honors Band and Dickinson ISD.

Representing the Rotary Club of Dickinson are the 2024-2025 President Dr. Jeff Pack as well as other members of the Board of Directors.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: October 7, 2024

Item Title: DHS Band Marching Contests

Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Gator Band placed first in both the preliminary and finals competitions at the Alvin ISD Invitational Marching Contest on September 28 with their 2024 marching show, "Confectionary." The band competed against 25 bands from across the Houston area and had two amazing performances. After earning first place in preliminary competition, they were one of 10 bands to advance to the finals competition where they also earned first place.

Accepting this award are the Dickinson High School Drum Majors **Arely Contreras**, **Jazlynn Davis**, **Brady Korenek**, and **Daniel Renovato**. The band is led by Directors **Trevor Braselton**, **Risa Hsu**, **Alex Hedden**, **Robert Wang**, and **Todd Sommer**.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: October 7, 2024

Item Title: Texas Educational Theatre Association DHS Exemplary Campus

Agenda Item: Tammy Dowdy

Background Information:

Dickinson High School was named an Exemplary Campus in the Awards of Distinction presentation by the Texas Educational Theatre Association last month at the TheatreFest convention held in Galveston for school theatre teachers and directors. This is the first time Dickinson High School has been awarded this prestigious honor.

The TxETA said in their notification to the campus theatre leaders that, "This remarkable achievement is a testament to the unwavering dedication, tireless efforts, and exceptional leadership that you have demonstrated throughout your tenure. Your unwavering commitment to providing an enriching and nurturing educational environment has resulted in your school's well-deserved recognition by the TxETA Awards committee.

As an educational leader, you have inspired not only your students but also your fellow educators to aim for greatness. Your vision, passion, and dedication to creating a dynamic learning space have touched the lives of countless individuals, and this recognition serves as a true testament to the positive influence you have had on your community.

We are confident that your school will continue to flourish under your guidance, consistently empowering young minds to reach their full potential and fostering an environment of learning and growth."

Accepting this award are Dickinson High School Theatre Directors **Laurel Powell**, **Marisa Hataway**, and **Roxanne Sheffield**.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: October 7, 2024

Item Title: Texas Educational Theatre Association Exemplary District

Agenda Item: Tammy Dowdy

Background Information:

Dickinson ISD was named an Exemplary District in the Awards of Distinction presentation by the Texas Educational Theatre Association last month at the TheatreFest convention held in Galveston for school theatre teachers and directors. This is the first time Dickinson ISD has been awarded this prestigious honor.

The TxETA said in their notification to the district that, "This remarkable achievement is a testament to the unwavering dedication, tireless efforts, and exceptional leadership that your district has demonstrated to the community. The unwavering commitment to providing an enriching and nurturing educational environment has resulted in a well-deserved recognition by the TxETA Awards committee. The vision, passion, and dedication to creating dynamic learning spaces have touched the lives of countless individuals, and this recognition serves as a true testament to the positive influence on your community."

Accepting this award on behalf of the district is Director of Fine Arts **Paul Trahan**.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM

Meeting Date: October 7, 2024

Item Title: DHS Capstone

Agenda Item: Tammy Dowdy

Background Information:

Eight Dickinson High School students were notified in September that they earned special recognition with either an Advanced Placement Capstone Diploma or an Advanced Placement Capstone Certificate for accomplishments during the 2023-2024 school year. Five of the students are current DHS seniors, while the other three graduated this past May. The Capstone Diploma honorees earned scores of 3 or higher in AP Seminar, AP Research, and on four additional AP exams. The Capstone Seminar recipients earned score of 3 or higher in AP Seminar and AP Research.

We would like to recognize the five current seniors who earned Capstone honors. They include:

Bethany Lloyd	AP Capstone Diploma
Natalia Moreno	AP Capstone Diploma
Reece Richardson	AP Capstone Diploma
Kelcy Cervantes	AP Capstone Certificate
Anna Dawson	AP Capstone Certificate

A special congratulations goes out as well as DHS teachers **Kristi Trahan** and **Abbey Spruill** for their success last year in their inaugural year with the Capstone course.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Item Title: Public Comment: Agenda Items

Agenda Item: Dr. Rebecca Brown

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: Dr. Rebecca Brown

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 DOCUMENT

Meeting Date: October 7, 2024

Item Title: Pedregal South Annex Appeal

Agenda Item: Dr. Rebecca Brown

Background Information:
Kevin Holland from Cervelle Homes will present information on the boundary of the Pedregal South subdivision.

Recommendation:
Information only.

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

Pedregal Section 4 & Pedregal South

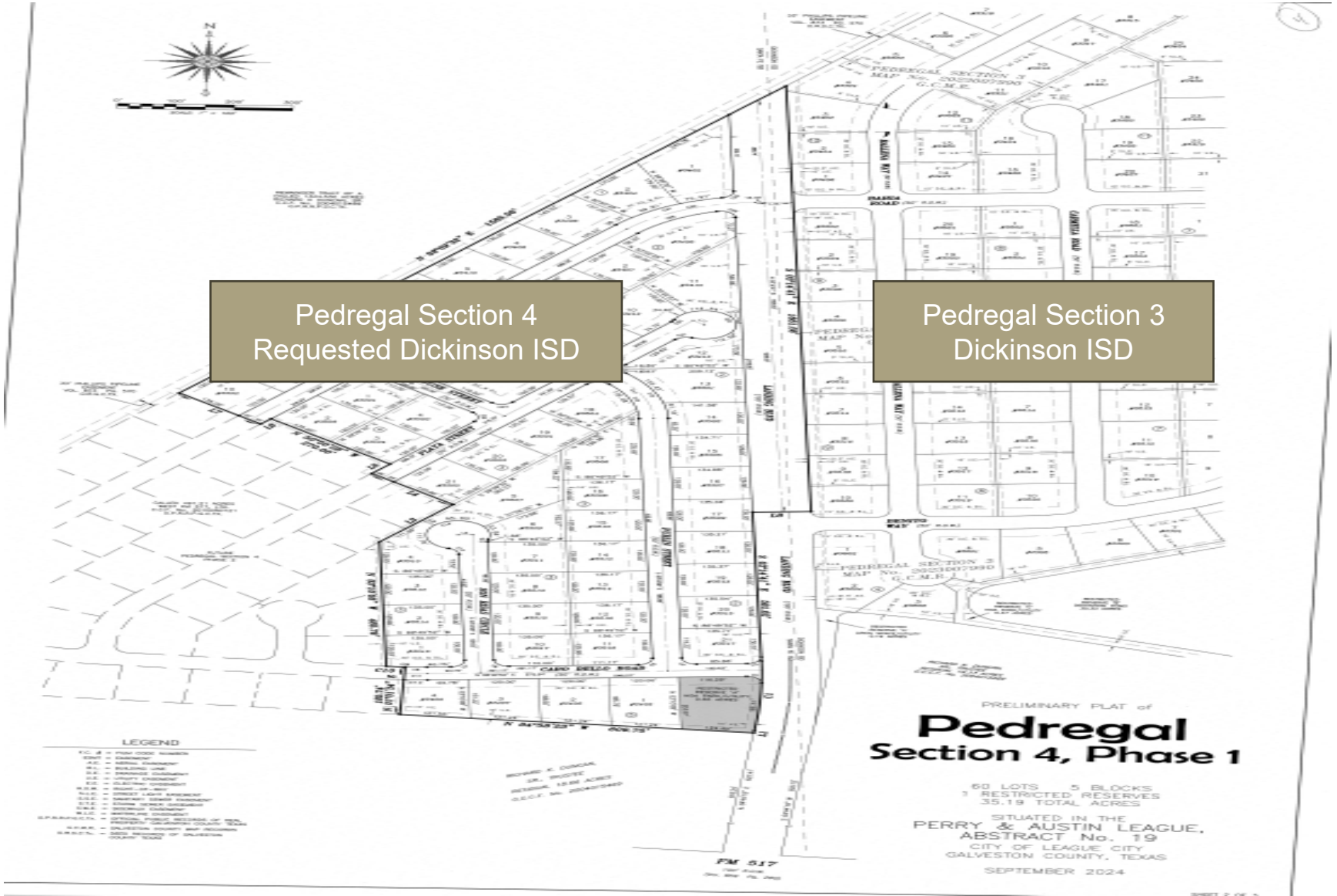
Amend School District Boundary from Santa Fe to Dickinson

Pedregal Sections 1 – 7 Current School Districts

Case for Action

- Remove the division within a single family planned community
- Foster stronger connections and collaboration between all homeowners under a single school district
- Create a more cohesive supportive environment for children and families

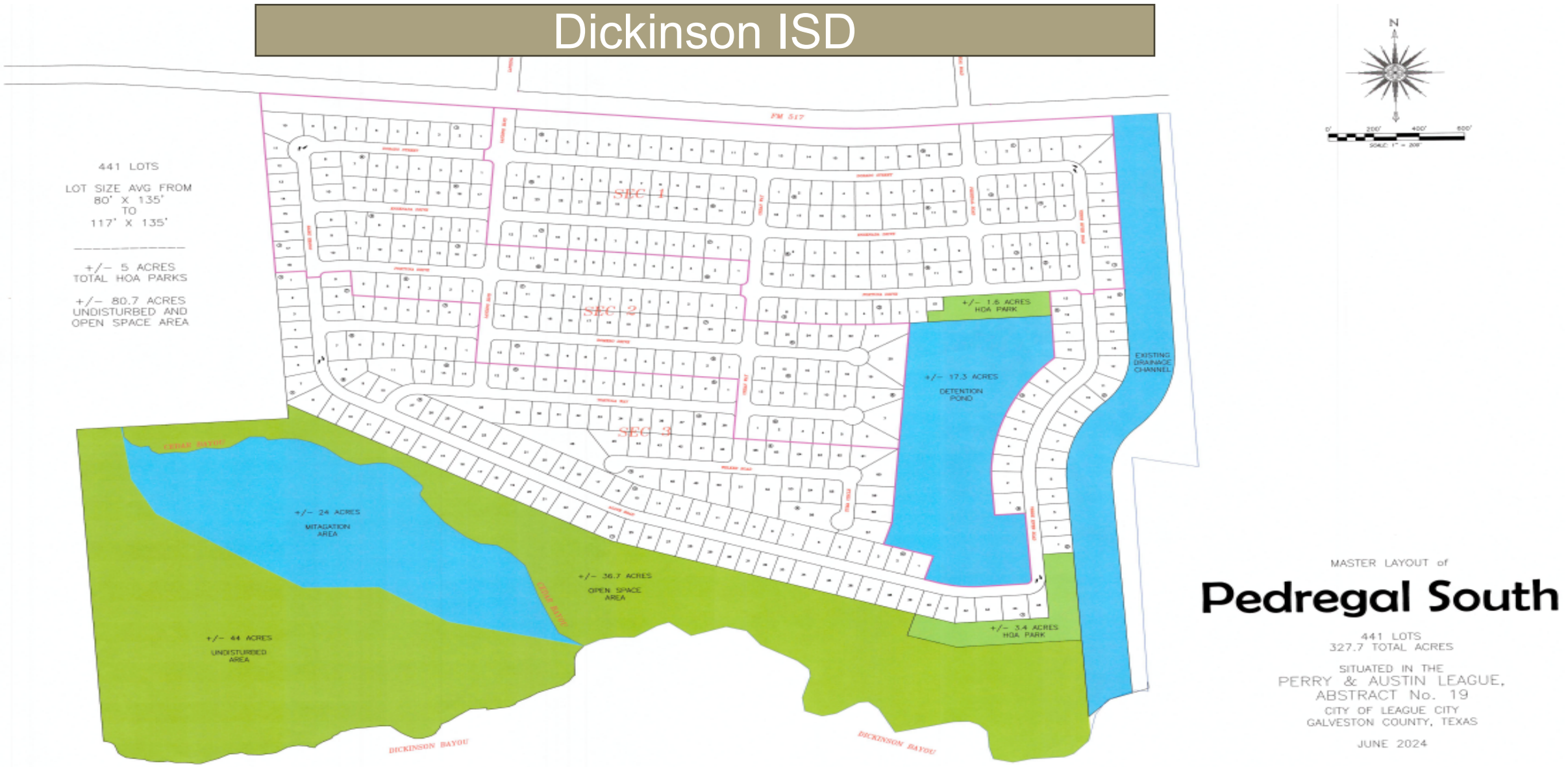
Pedregal Section 4 Requested School District



Pedregal South Current School Districts

Pedregal South Requested School District

Dickinson ISD



MASTER LAYOUT of

Pedregal South

441 LOTS
327.7 TOTAL ACRES

SITUATED IN THE
PERRY & AUSTIN LEAGUE,
ABSTRACT No. 19
CITY OF LEAGUE CITY
GALVESTON COUNTY, TEXAS

JUNE 2024

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Personnel Action
- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have one (1) resignation: one (1) Teacher at San Leon Elementary.

Recommendation:

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

Action Item: __√___Yes _____No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

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

- School Liaison Officer Safety Report-Robert Cobb/Sgt. Cliff Foster
- Tax Report for August, 2024 and Year to Date-Kelly Logsdon
- Bond/Construction Update-Ryan Boone, Jim Rubach
- Bilingual Education Exceptions/ESL Waivers Report-Dr. Pack

Recommendation:

Information only

Action Item: _____Yes _____√_____ No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Board Safety Report

Agenda Item: Robert Cobb

Background Information:
Attached is the Board Safety Report for October. This is a special presentation by Lt. Foster focusing on our Galveston County Sheriff's Department.

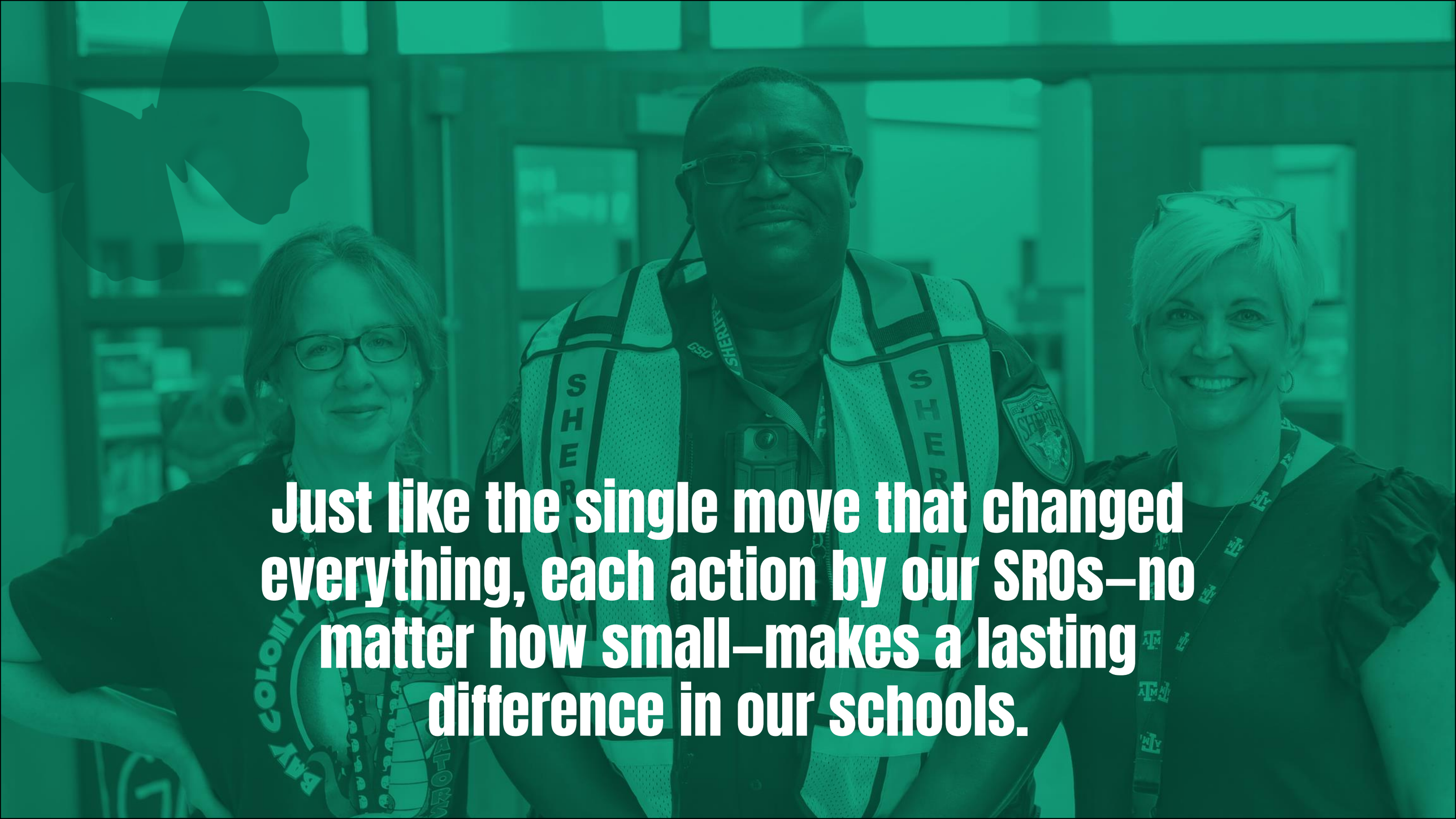
Recommendation:
Information only

Action Item: _____Yes ____√____ No

EST. GALVESTON COUNTY 1838
SHERIFF
GALVESTON
SHERIFF'S OFFICE
The Galveston County Sheriff's Office: A Partnership in Safety"
EST. GALVESTON COUNTY 1838
SHERIFF
GALVESTON
SHERIFF'S OFFICE
DICKINSON
INDEPENDENT SCHOOL DISTRICT

“The Butterfly Effect”

"Did you know that there once existed a single man who, more than a century ago, MADE ONE MOVE... that still dramatically affects how you live today?"



Just like the single move that changed everything, each action by our SROs—no matter how small—makes a lasting difference in our schools.

16 UNITS STRONG

Meet the Galveston County Sheriff's Office Team Serving Dickinson ISD

Elementary Campus SROs

Dan Blackford

Hughes Road Elementary
Silbernagel Elementary

Patrick Lewis

Bay Colony Elementary
Calder Road Elementary

Rhett Demunbrun

K.E. Little Elementary
San Leon Elementary

Middle School & Junior High Officers

Jesse Khaled

Dickinson Junior High

Allen Bjerke

McAdams Junior High

Shala Warfield

Kranz Junior High

Sgt. Dawn Powell

Dunbar Middle School

Lt. Cliff Foster

Barber Middle School

Christopher Lugo

Lobit Education Village

Dickinson High School Officers

Edward Reyes

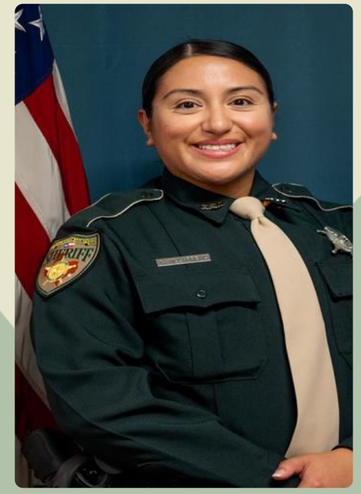
DHS Ninth Grade Center

Cpl. Michael Muraca

Dickinson High School

Steven Barajaz

Dickinson High School



Crystal Villareal

Dickinson High School

Alternative Campus Officers

Annie Almendarez

DCC/DALC

Jonathan Popovich

Coastal Alternative Program

Karjeffery Mcintosh

Coastal Alternative Program

GSCO Mission & Vision statement

- **The Galveston County Sheriff's Office School Liaison** Division is committed to serving the students, staff and community with Integrity and Respect.

- **Through collaborative efforts and partnerships, we are** COMMITTED to providing a safe, orderly and supportive learning environment, free of crime and supported by positive relationships.

- **We will stand ready to protect and defend. Striving to** remain true to the ethics of law enforcement service, we will maintain public faith and trust.

Daily interactions between SROs and students build trust, shape behavior, and contribute to a culture of safety and mutual respect.

A.L.E.R.R.T. Training

Advanced Law Enforcement Rapid Response Training

Qualified and Ready

Our officers are trained in crisis prevention, de-escalation, and youth engagement—ensuring that every interaction is a chance to make a positive impact.

Special Response Group
Special Operations Group

Field Force Trailer full of batons and shields

Officers report 6:45-8:00 am

- Visibility & Safety Check
- Building Walkthroughs
- Monitor Surveillance

Prepared for Every Situation

Crisis prevention and response. School Resource Officers on campus lead to better outcomes during emergencies through preparedness and swift action.

Beyond Prepared: Training for the whole-student support

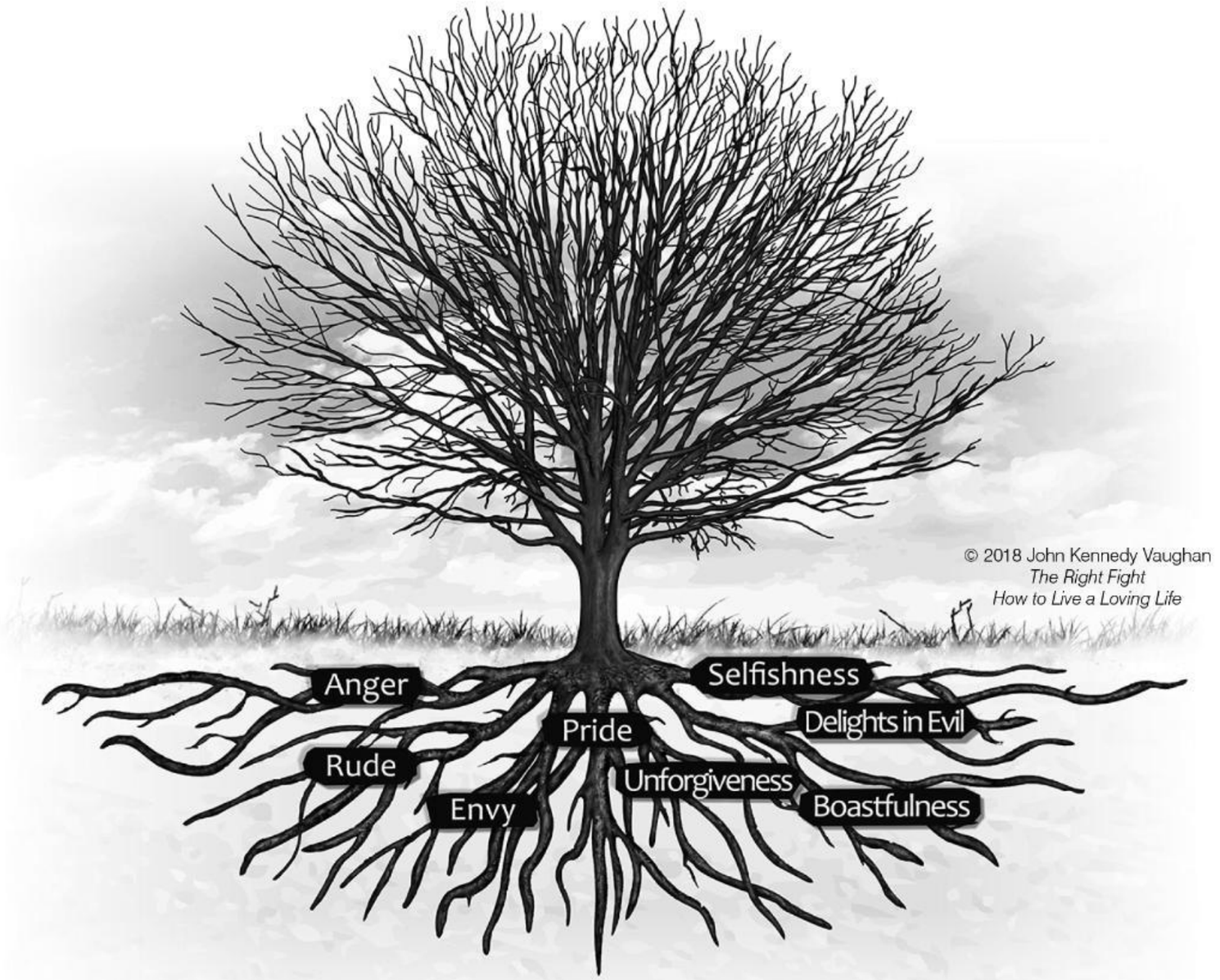
Our School Resource Officers receive extensive training in moral, social, emotional, and leadership skills to effectively engage with and support students. This training equips them to recognize signs of distress, foster positive relationships, and serve as role models who inspire students to become responsible community members.

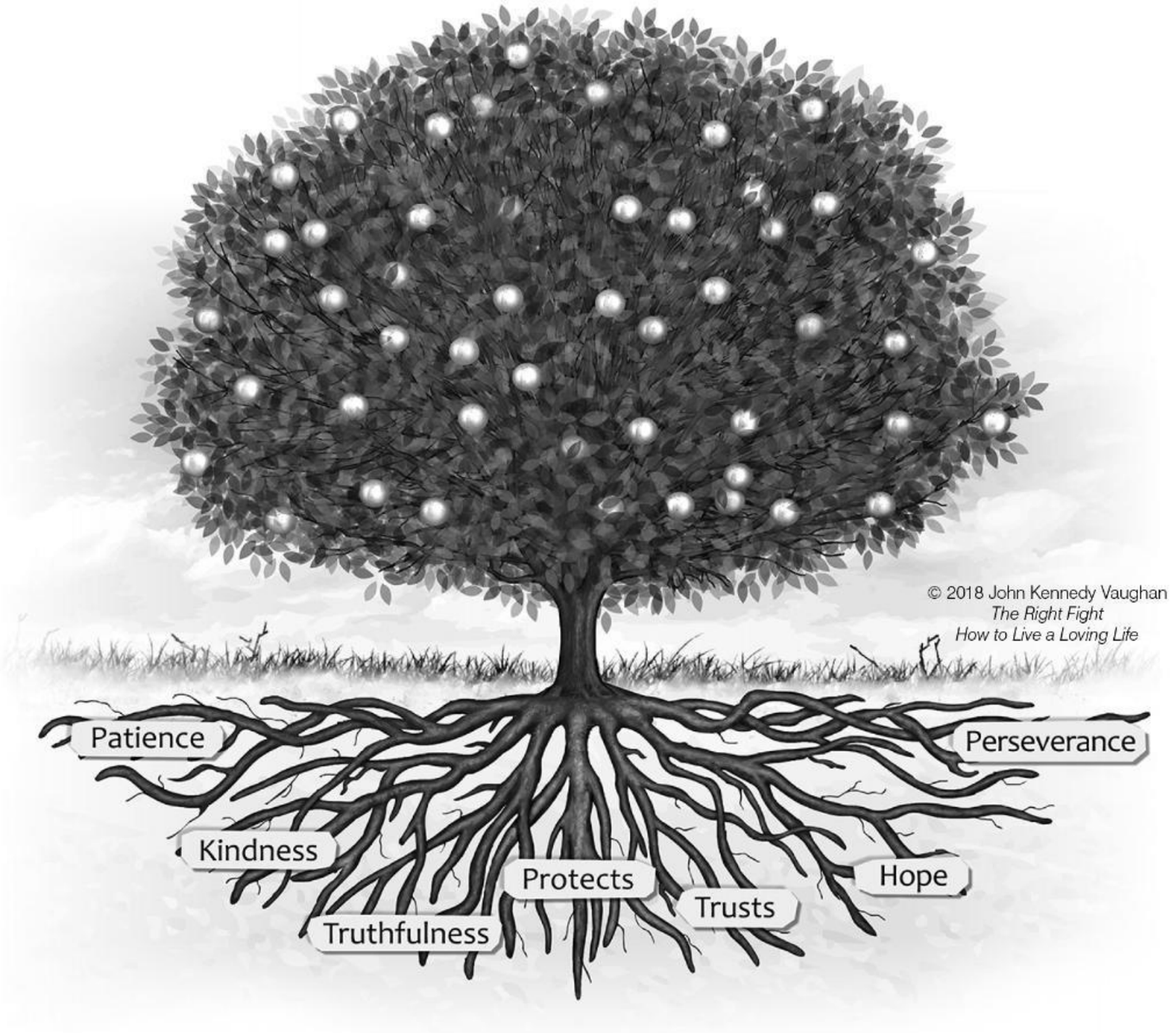
Additional training for officers:

- Human Trafficking
- Crisis Intervention
- De-Escalation Training
- Cultural Diversity Training

Beyond Prepared: Training for the whole-student support

The Fear Tree Concept





Beyond Prepared: Training for the whole-student support

The Love Tree Concept

Connecting with Our Community

Beyond safety, our officers take part in community programs, attend school events, and help foster an environment of trust and support.

Connecting with Our Community

Beyond safety, our officers take part in community programs, attend school events, and help foster an environment of trust and support.

Measurable Impact

21

incidents of Assault by Contact mitigated

78

interventions in Disorderly Conduct-Fighting

70

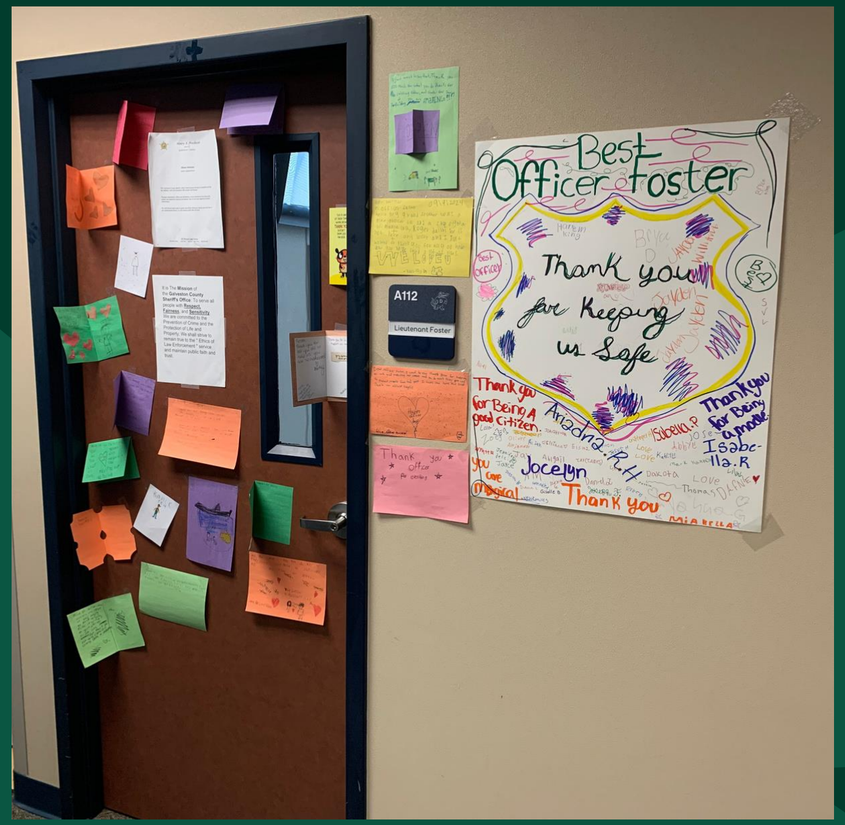
cases of minors with vaping products addressed

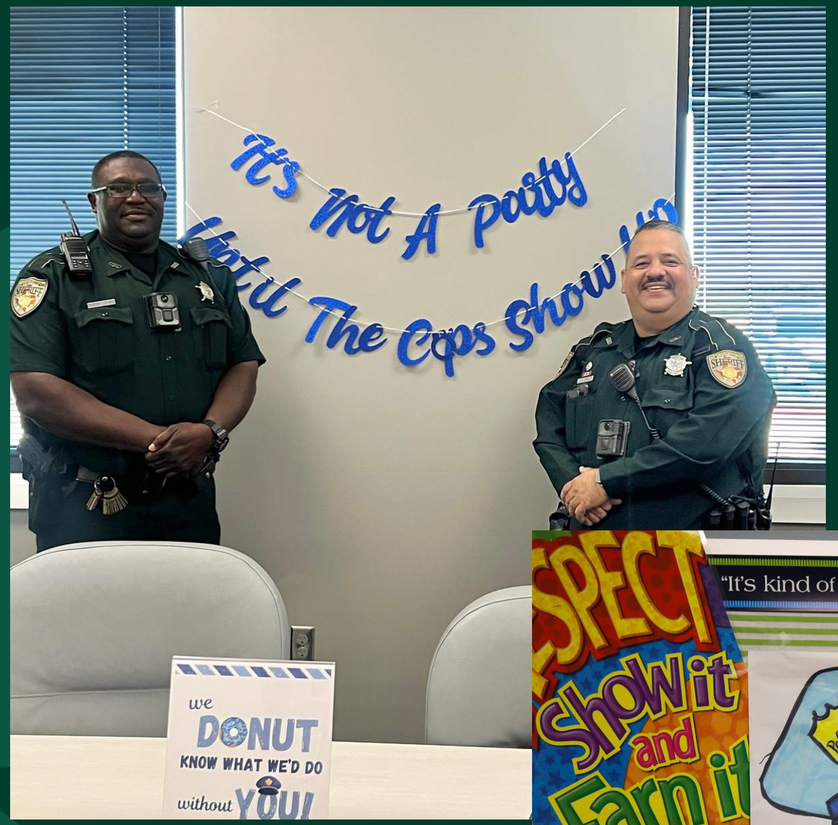
20

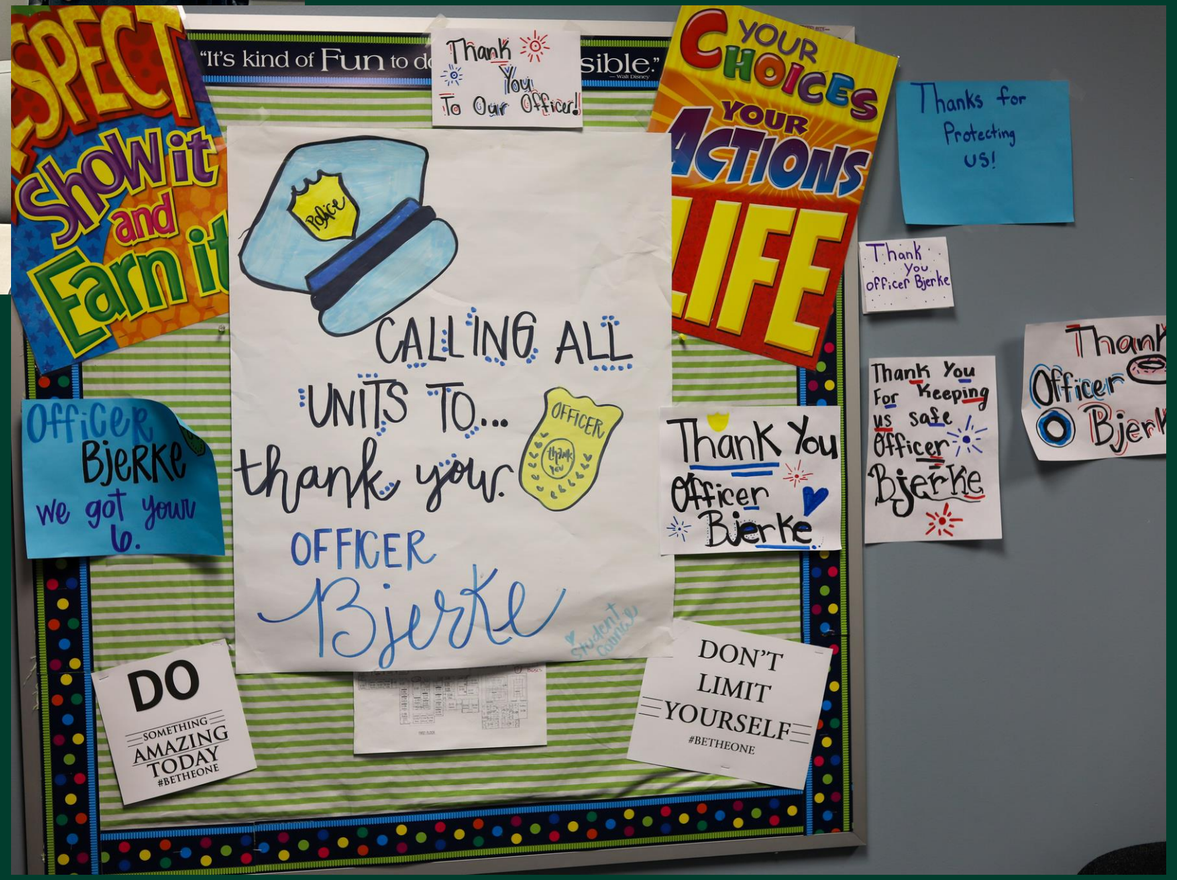
incidents of Disorderly Conduct-Language resolved.

103

drug-related incidents involving THC Vape/Oil handled

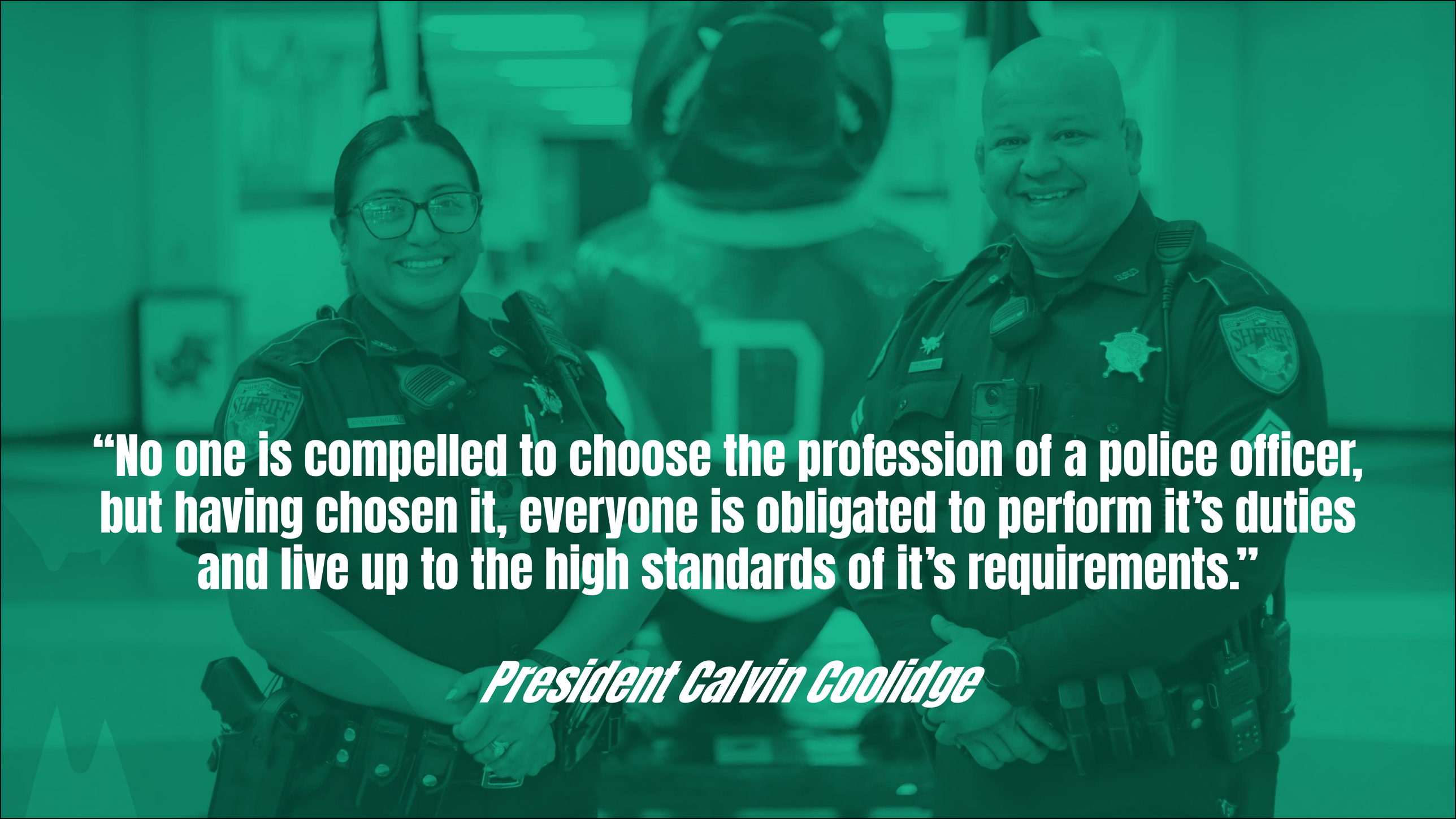






Small moves, big Impact

Our commitment to serving the students of Dickinson ISD, one action at a time, creates a safer and more supportive environment for all.



“No one is compelled to choose the profession of a police officer, but having chosen it, everyone is obligated to perform it’s duties and live up to the high standards of it’s requirements.”

President Calvin Coolidge

THANK YOU

DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:
The Monthly Tax Collection Report for August 2024 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
2023	$6,192,588,390	$1.178	$72,948,691	$71,429,308	97.92%
2022	$6,425,908,920	$1.294	$83,151,261	$81,255,889	97.72%
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%

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

2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total
Current Year Tax	Pending Billing	$346,649	$4,201,147	$10,690,333	$43,704,416	$9,237,281	$821,637	$693,793	$417,791	$660,870	$439,143	$216,247	$71,429,308	
YTD % Collected	0.00%	0.48%	6.23%	20.89%	80.80%	93.46%	94.59%	95.54%	96.11%	97.02%	97.62%	97.92%	97.92%	97.92%
Prior Years Tax	$142,604	$124,455	$79,328	$99,097	$117,632	-$317,660	$5,285	$37,637	$36,518	$59,955	$61,384	$24,711	$470,948	
Subtotal Taxes	$142,604	$471,103	$4,280,476	$10,789,431	$43,822,048	$8,919,621	$826,923	$731,429	$454,310	$720,826	$500,527	$240,958	$71,900,255	98.56%
Penalty & Interest	$29,785	$49,310	$33,568	$23,906	$37,414	$65,942	$78,589	$62,681	$61,992	$93,847	$66,719	$54,699	$658,452	
Total Taxes & P&I	$172,390	$520,413	$4,314,043	$10,813,336	$43,859,463	$8,985,563	$905,511	$794,111	$516,302	$814,673	$567,246	$295,657	$72,558,708	99.47%
Attorney Fees	$24,342	$40,901	$19,529	$20,430	$18,526	$26,759	$24,840	$18,574	$15,472	$25,671	$46,337	$44,769	$326,150	
Total Collections	$196,731	$561,314	$4,333,573	$10,833,766	$43,877,989	$9,012,322	$930,351	$812,685	$531,774	$840,344	$613,583	$340,426	$72,884,857	N/A

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	$469,356	$81,255,889	
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	97.72%	97.72%
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	$39,149	$780,098	
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	$508,505	$82,035,987	98.66%
Penalty & Interest	$38,472	$32,224	$19,037	$19,655	$25,336	$145,626	$101,723	$67,653	$64,845	$70,246	$47,543	$60,367	$692,728	
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	$568,873	$82,728,715	99.49%
Attorney Fees	$30,498	$24,692	$13,336	$14,523	$20,326	$16,952	$25,855	$11,129	$12,193	$19,202	$36,317	$56,533	$281,555	
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	$625,406	$83,010,271	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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Construction Update

Agenda Item: Ryan Boone

Background Information:

Administration will update the Board on construction projects.

Recommendation:

Information only.

Action Item: _____ Yes___X__ No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Bilingual Education Exceptions/ESL Waivers Report

Agenda Item: Dr. Jeff Pack

Background Information:
Districts are required to identify and serve emergent bilingual (EBs) through bilingual education or English as a second language (ESL) programs. A district that does not have the appropriately certified teachers to serve (EBs) in accordance with Texas Administrative Code (TAC) §89.1205 must apply to TEA for a bilingual exception and/or ESL waiver. This application must be made each year there is a need for an exception and/or waiver.

SCHOOL	Bilingual Exceptions	ESL Waivers
BCES	0	1
CRES	0	4
HRES	N/A	5
JSES	0	3
KELES	1	4
LES	N/A	2
SLES	1	2
BMS	2	0
DMS	1	3
LMS	1	3
DJHS	N/A	7
KJHS	N/A	1
MJHS	N/A	8
DHS	N/A	11
DCC	N/A	0

Recommendation:
Information Only

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: HB3 (2019) Board Goals for 2025-2029

Agenda Item: Dr. Jeff Pack

Background Information:
In 2019, the Texas Legislature passed HB3. One of the requirements is for school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas:

- Early childhood literacy and mathematics (EC-LM) proficiency
- College, career, and military readiness (CCMR)

Both EC-LM and CCMR Plans have the requirements to:

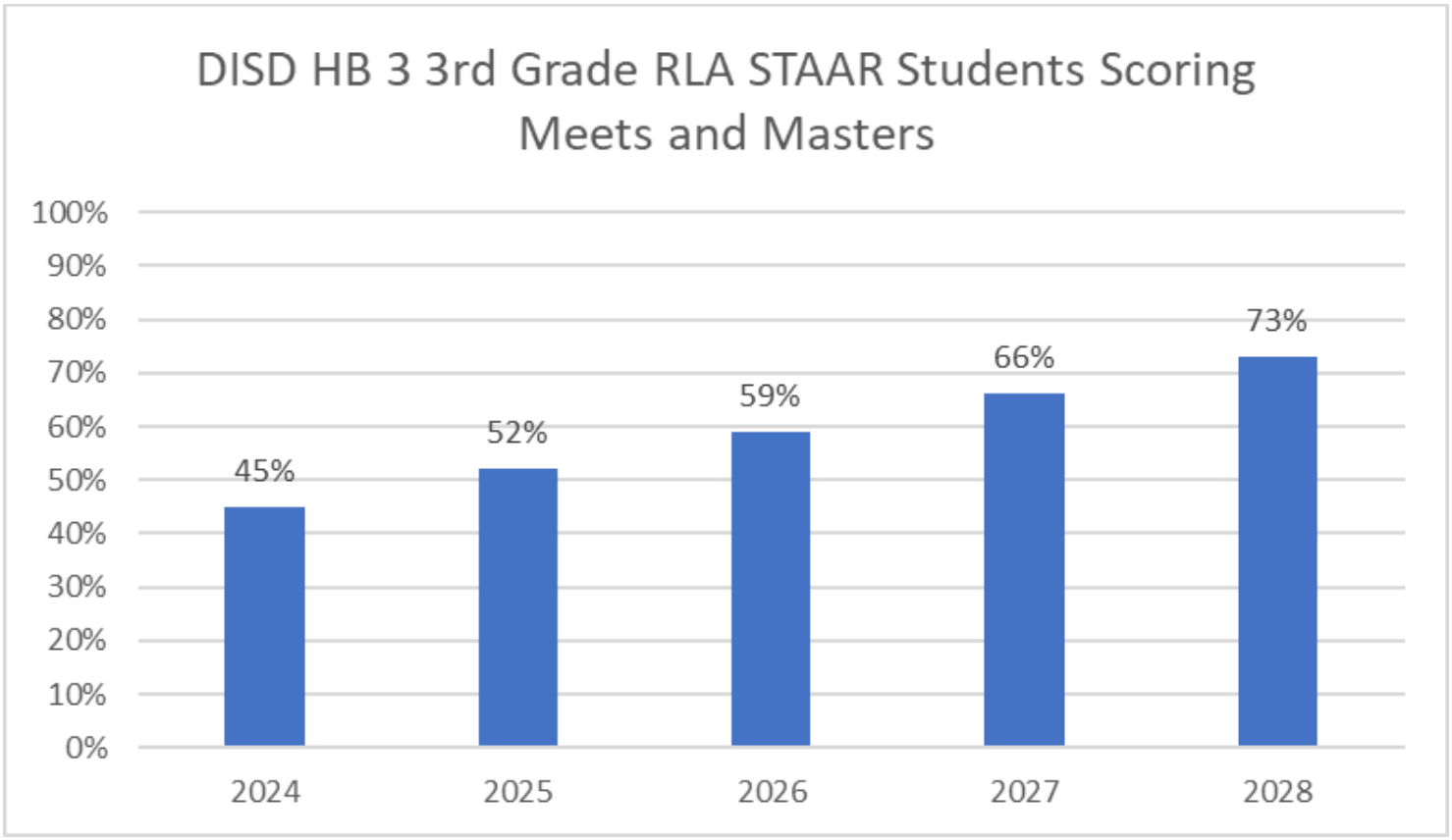
- Set specific, quantifiable, annual goals for five years for the district and each campus
- Be reviewed at least annually by the board at a public meeting
- Post annual report on district and campus websites

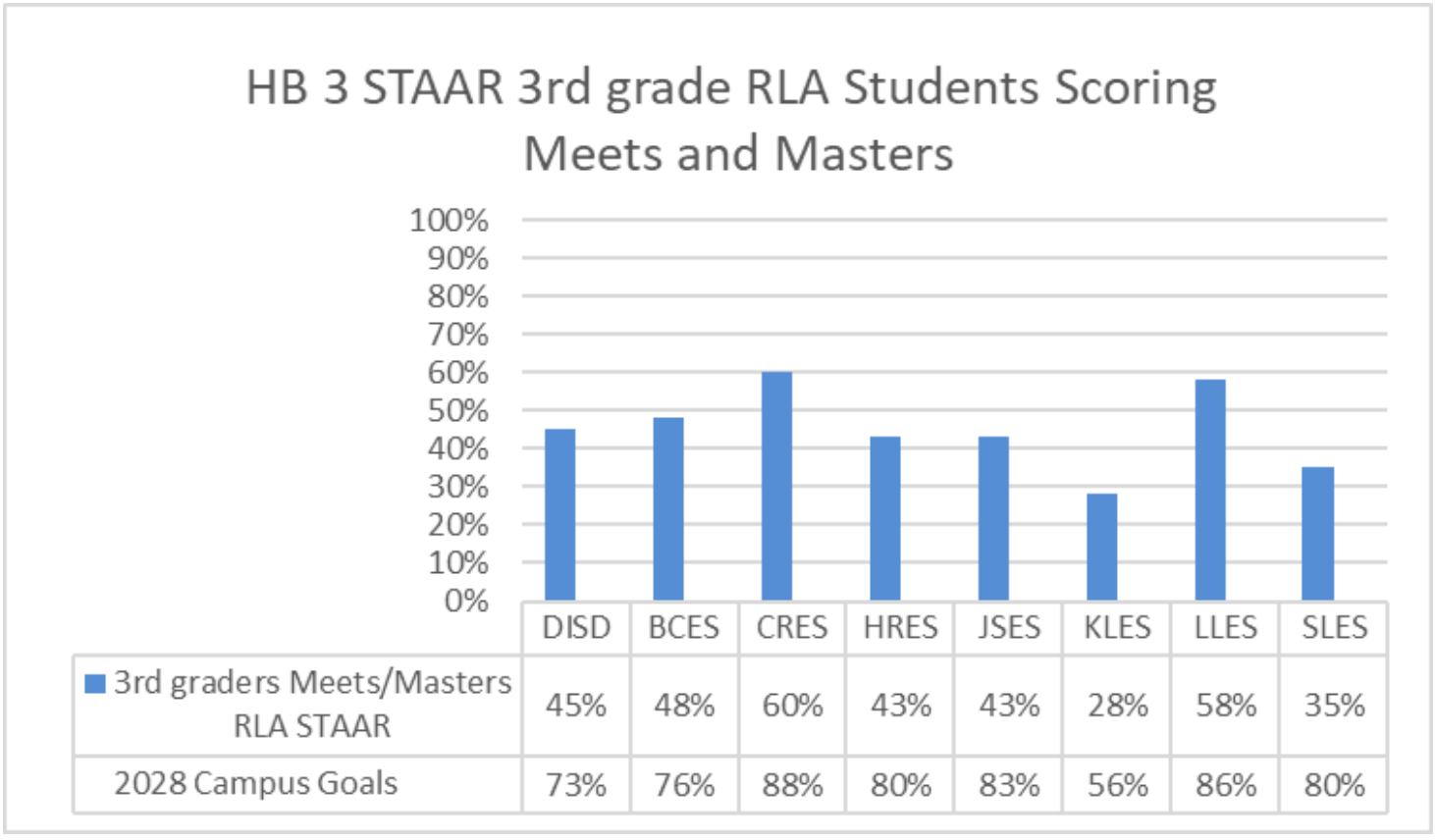
The proposed goals for 2025-2029 will be presented.

Recommendation:
The Superintendent and Deputy Superintendent for Educational Services recommend approval.

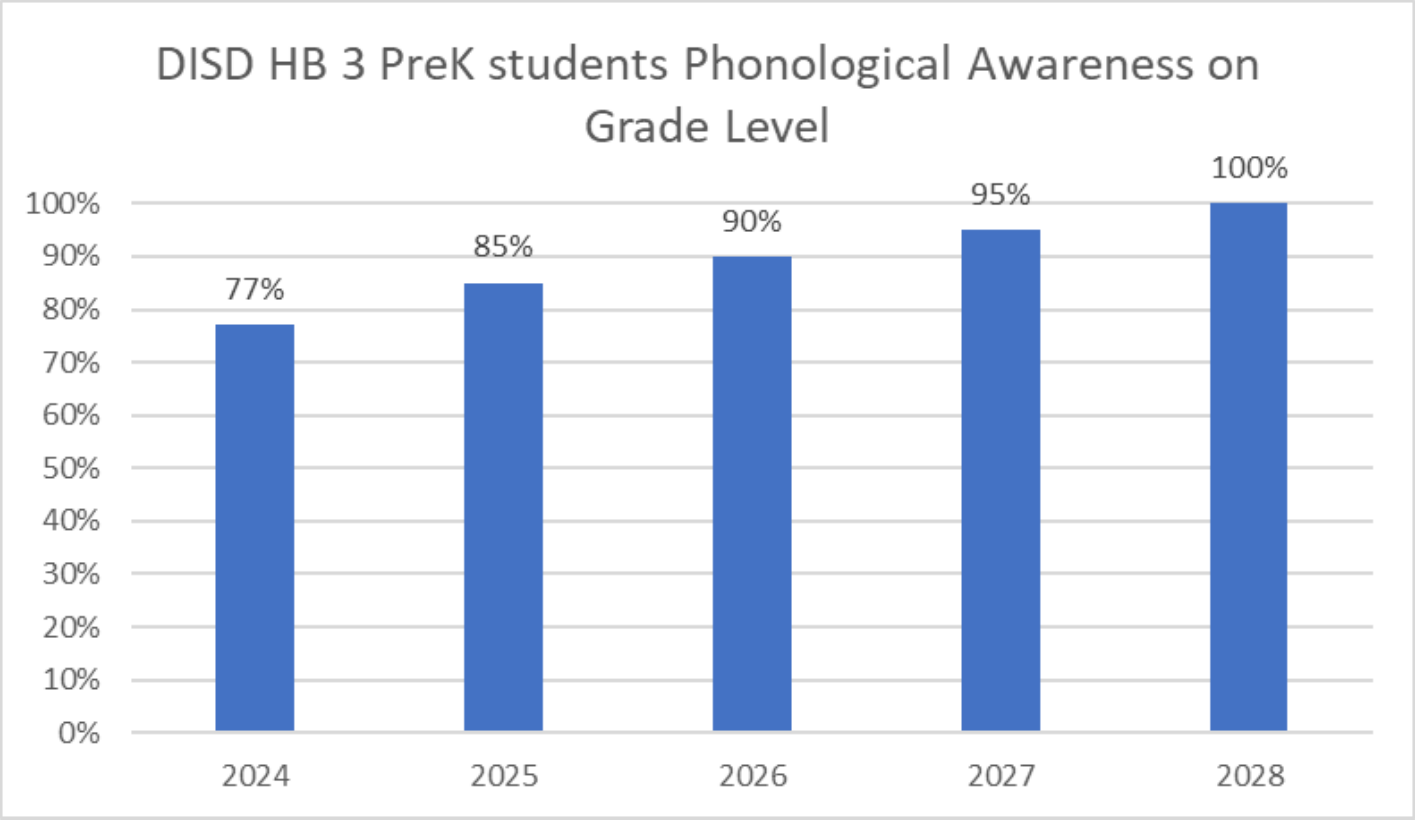
Action Item: ___√___ Yes _____ No

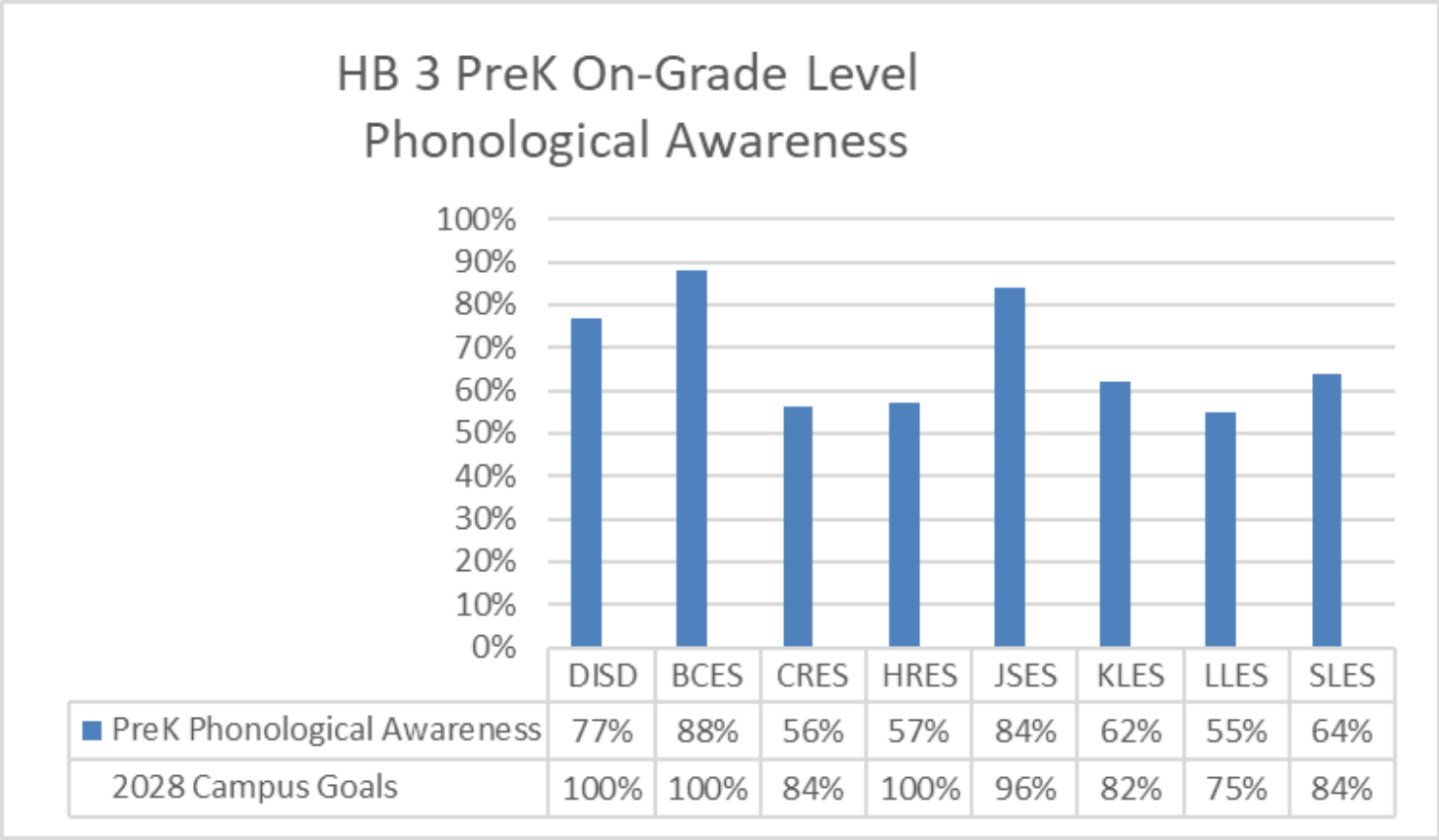
Motion made by _____ seconded by _____ vote _____



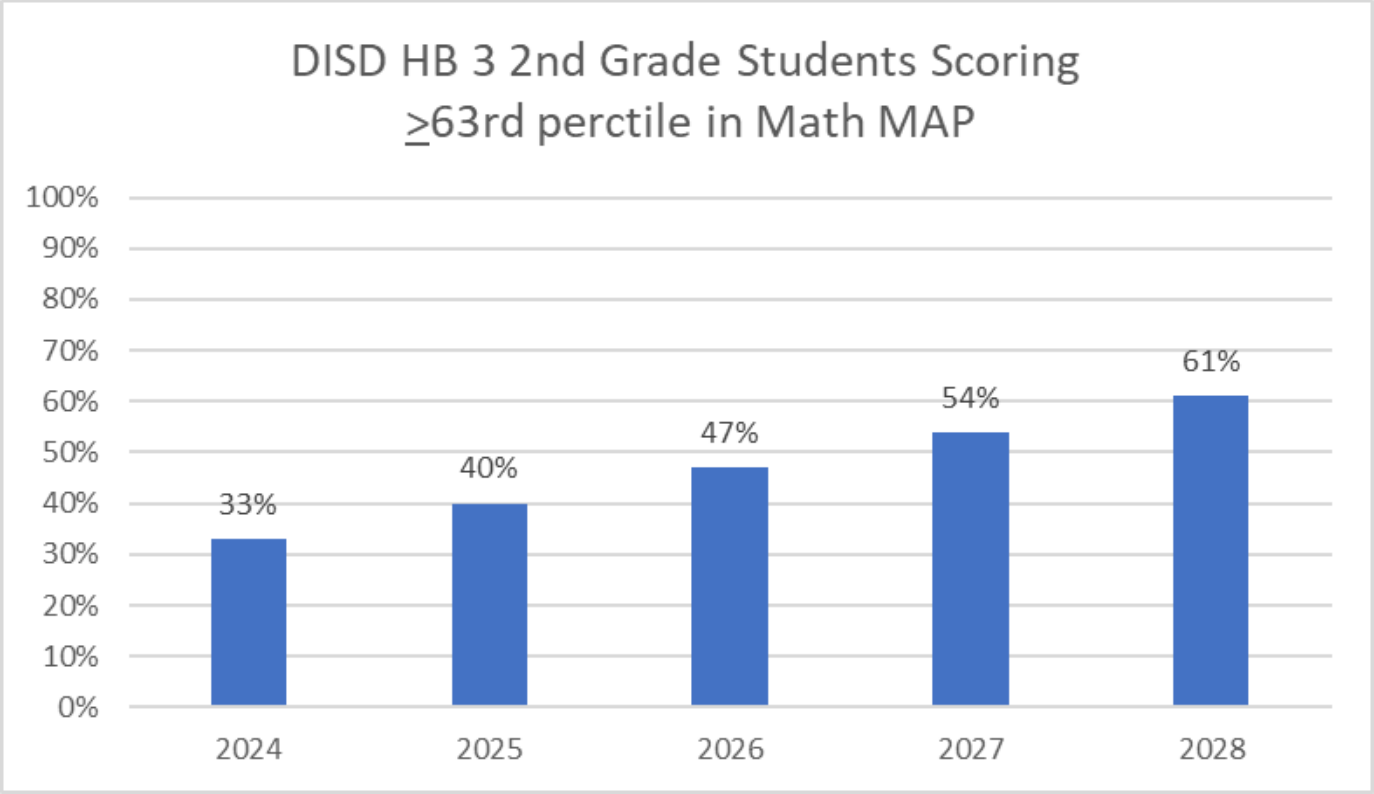


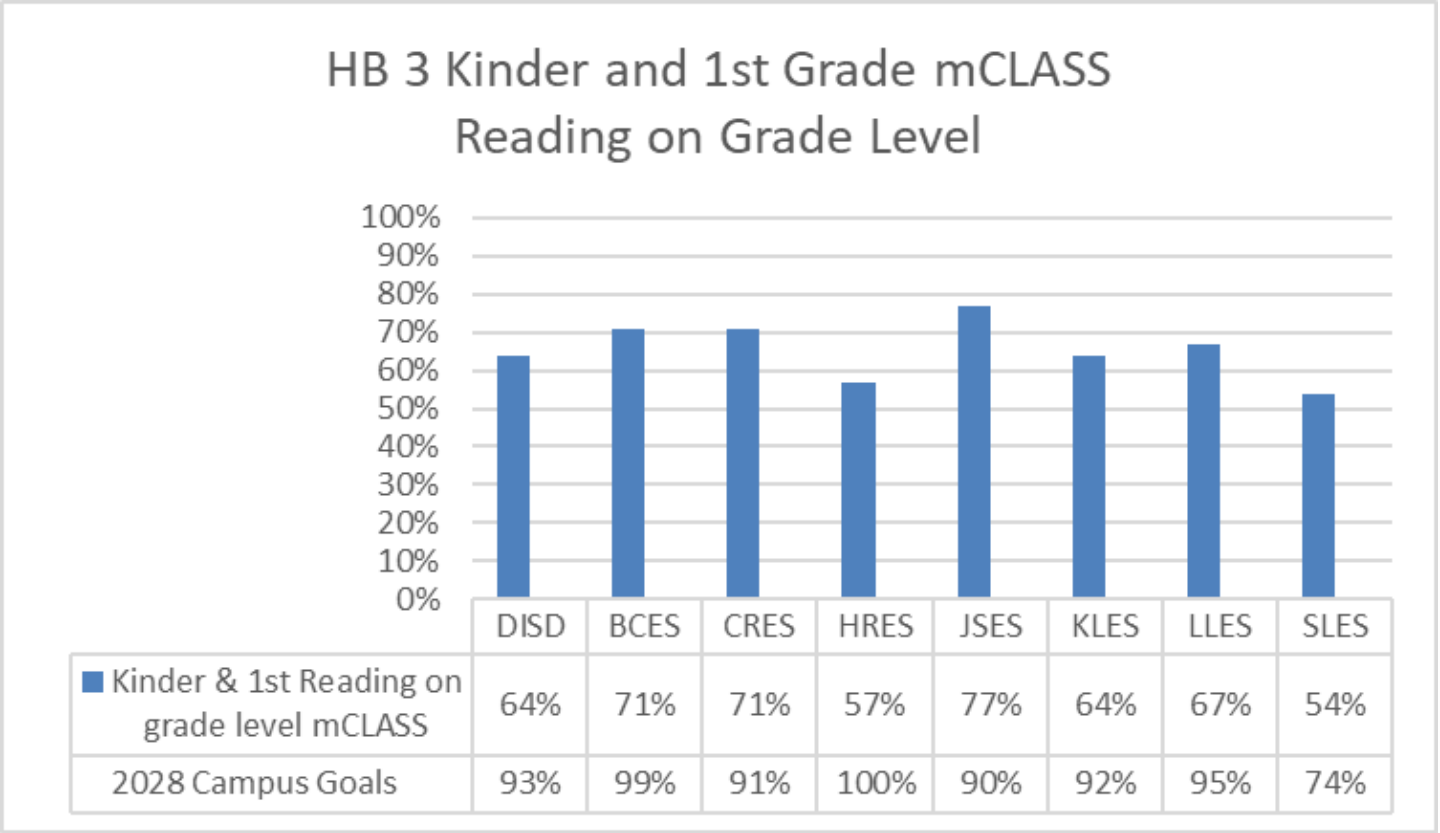
	DISD	BCES	CRES	HRES	JSES	KLES	LLES	SLES
3rd graders Meets/Masters RLA STAAR	45%	48%	60%	43%	43%	28%	58%	35%
2028 Campus Goals	73%	76%	88%	80%	83%	56%	86%	80%



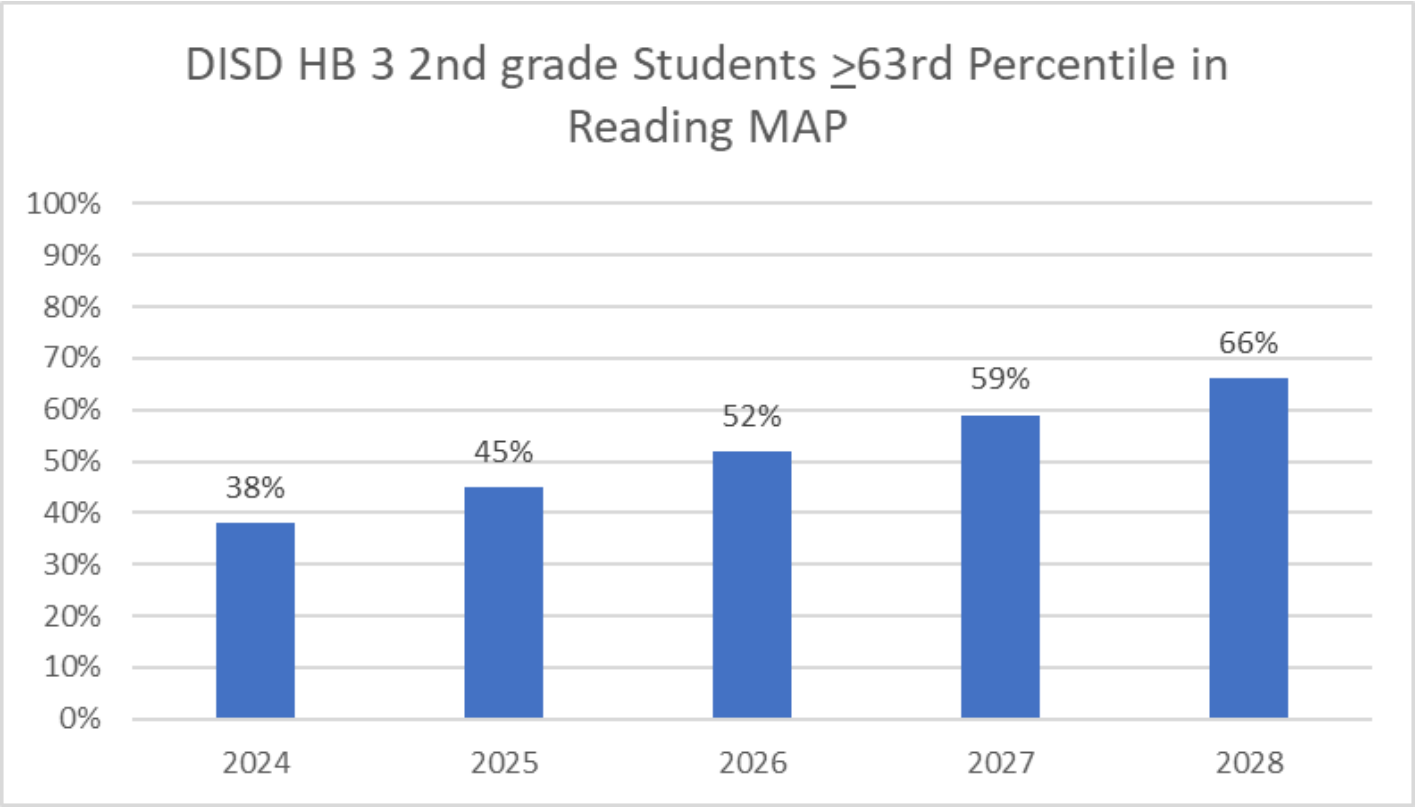


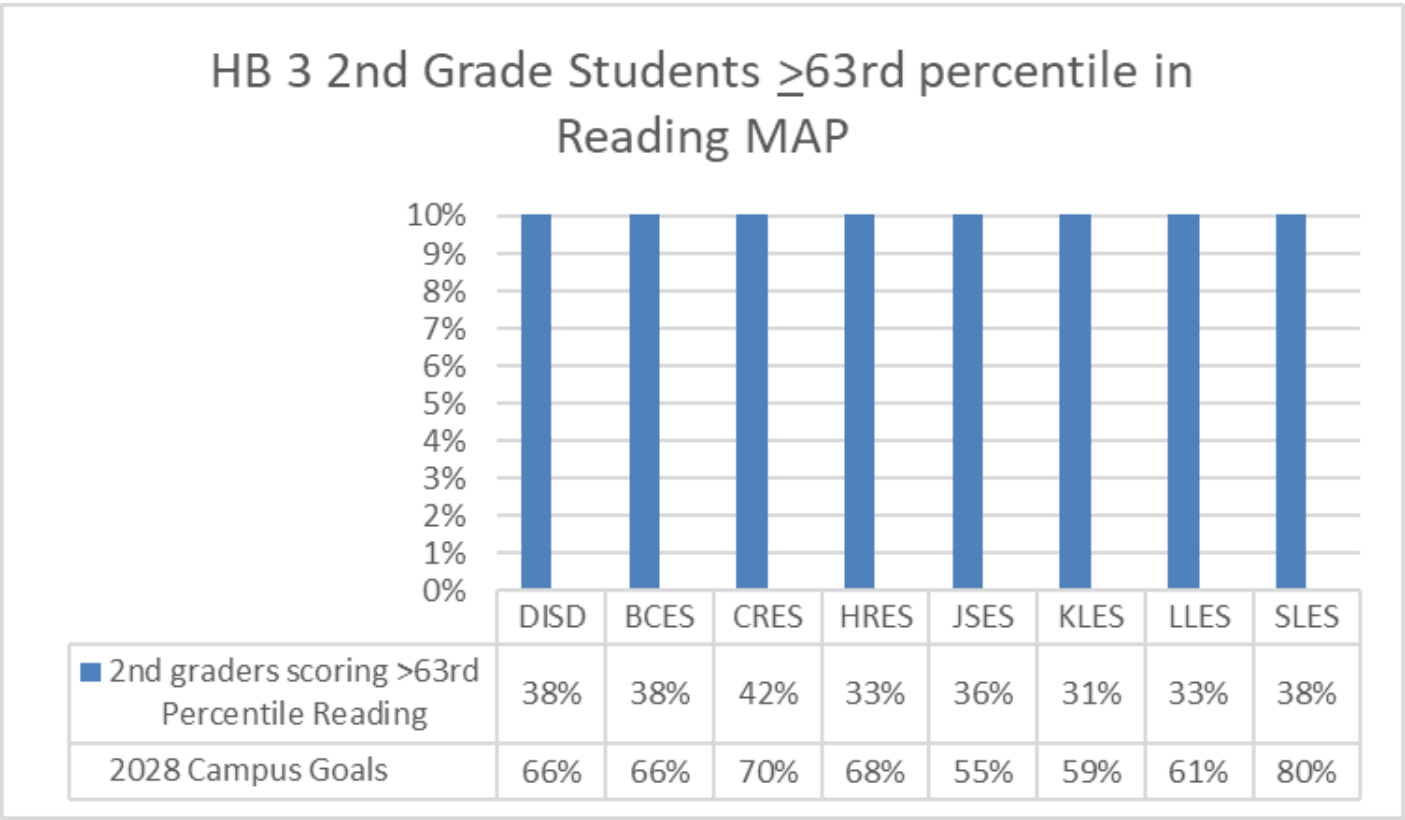
	DISD	BCES	CRES	HRES	JSES	KLES	LLES	SLES
PreK Phonological Awareness	77%	88%	56%	57%	84%	62%	55%	64%
2028 Campus Goals	100%	100%	84%	100%	96%	82%	75%	84%



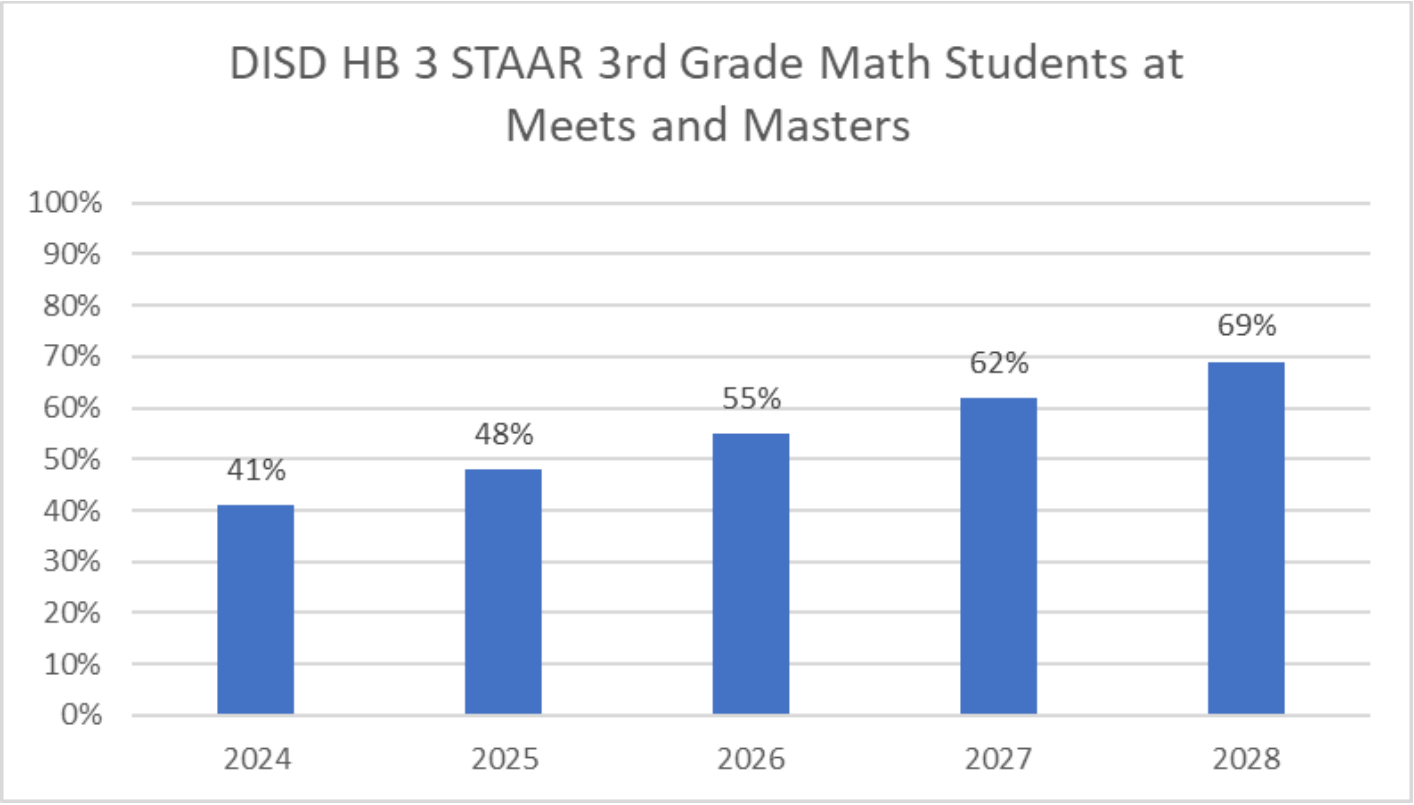


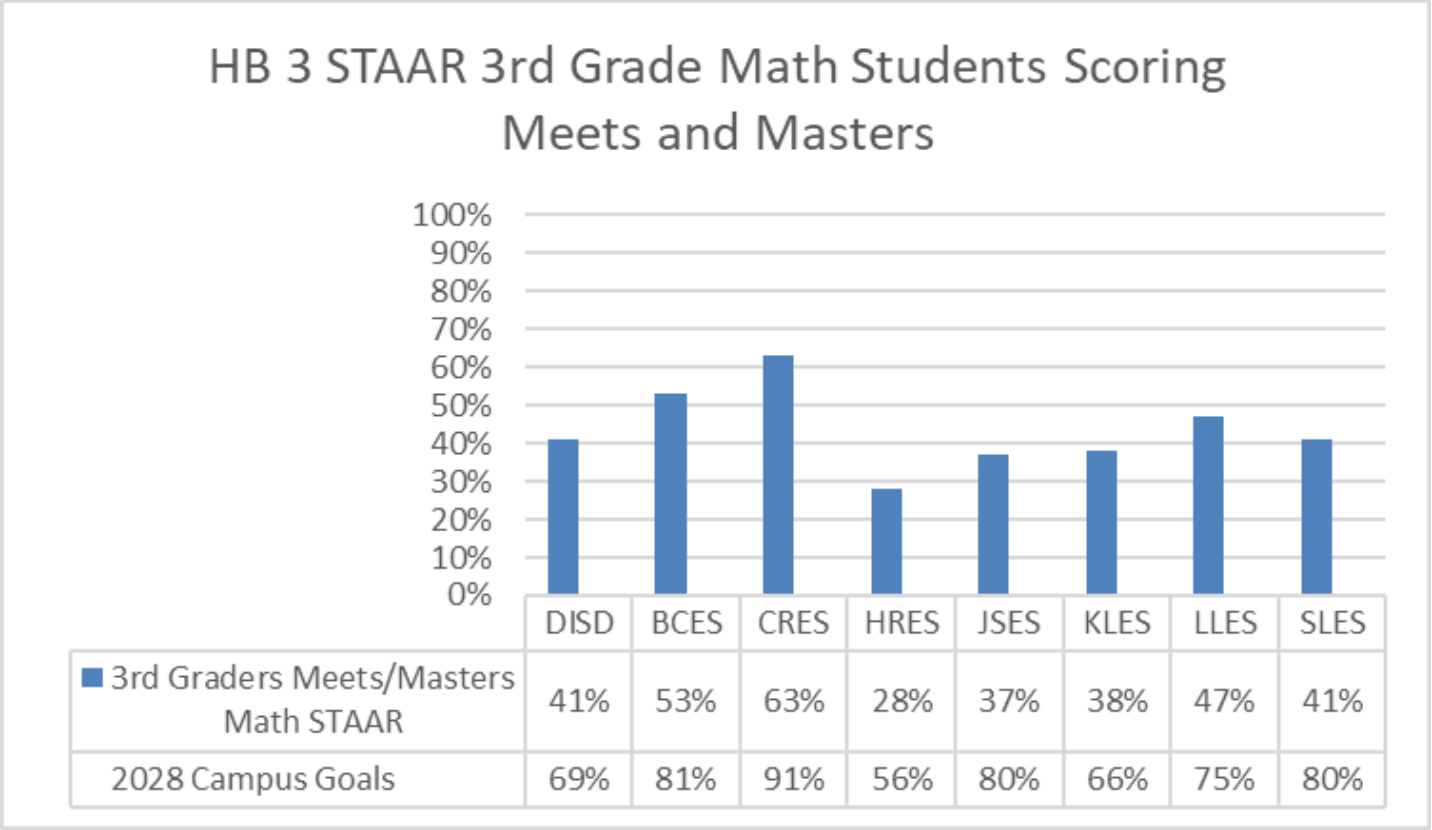
	DISD	BCES	CRES	HRES	JSES	KLES	LLES	SLES
Kinder & 1st Reading on grade level mCLASS	64%	71%	71%	57%	77%	64%	67%	54%
2028 Campus Goals	93%	99%	91%	100%	90%	92%	95%	74%



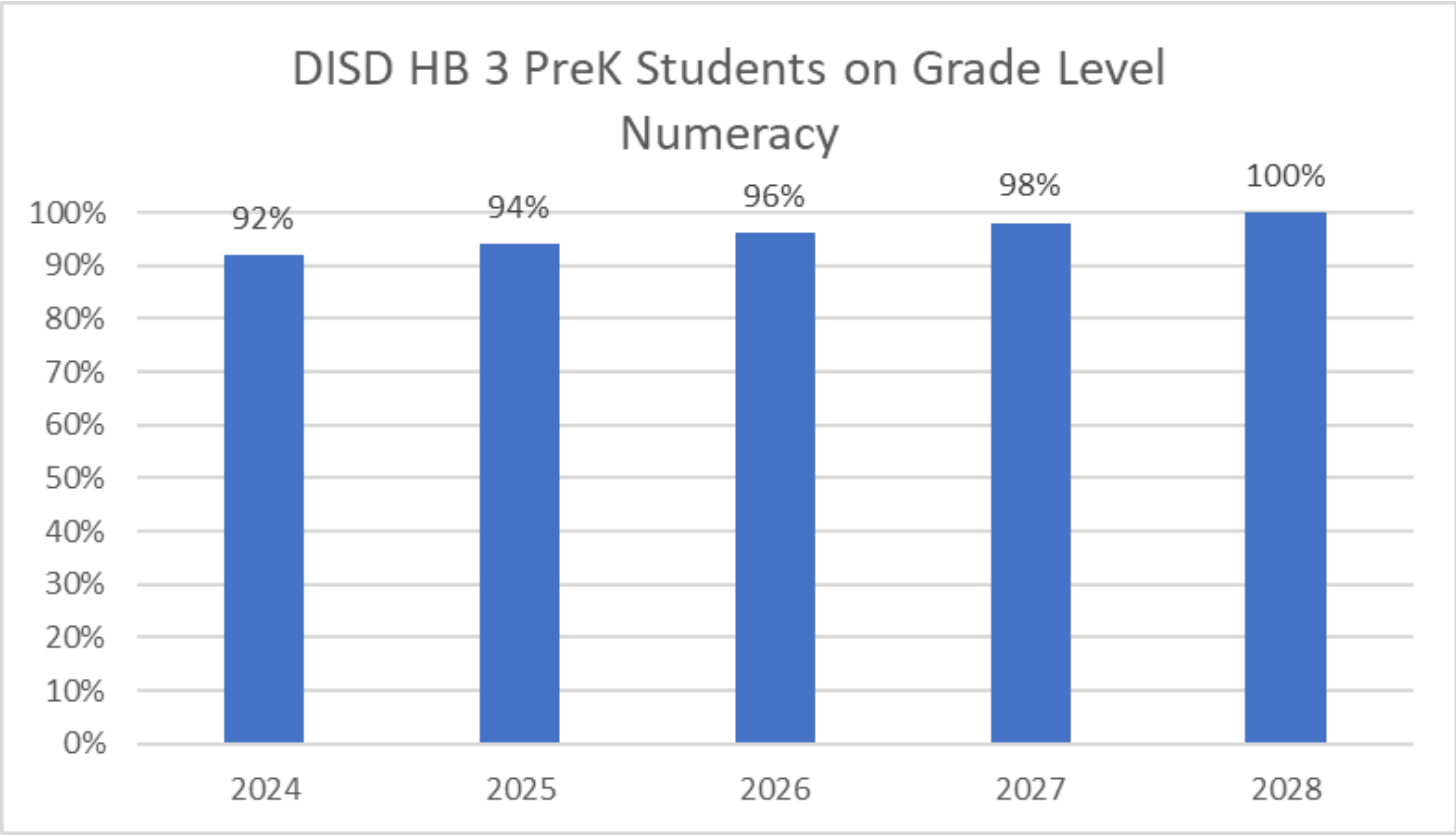


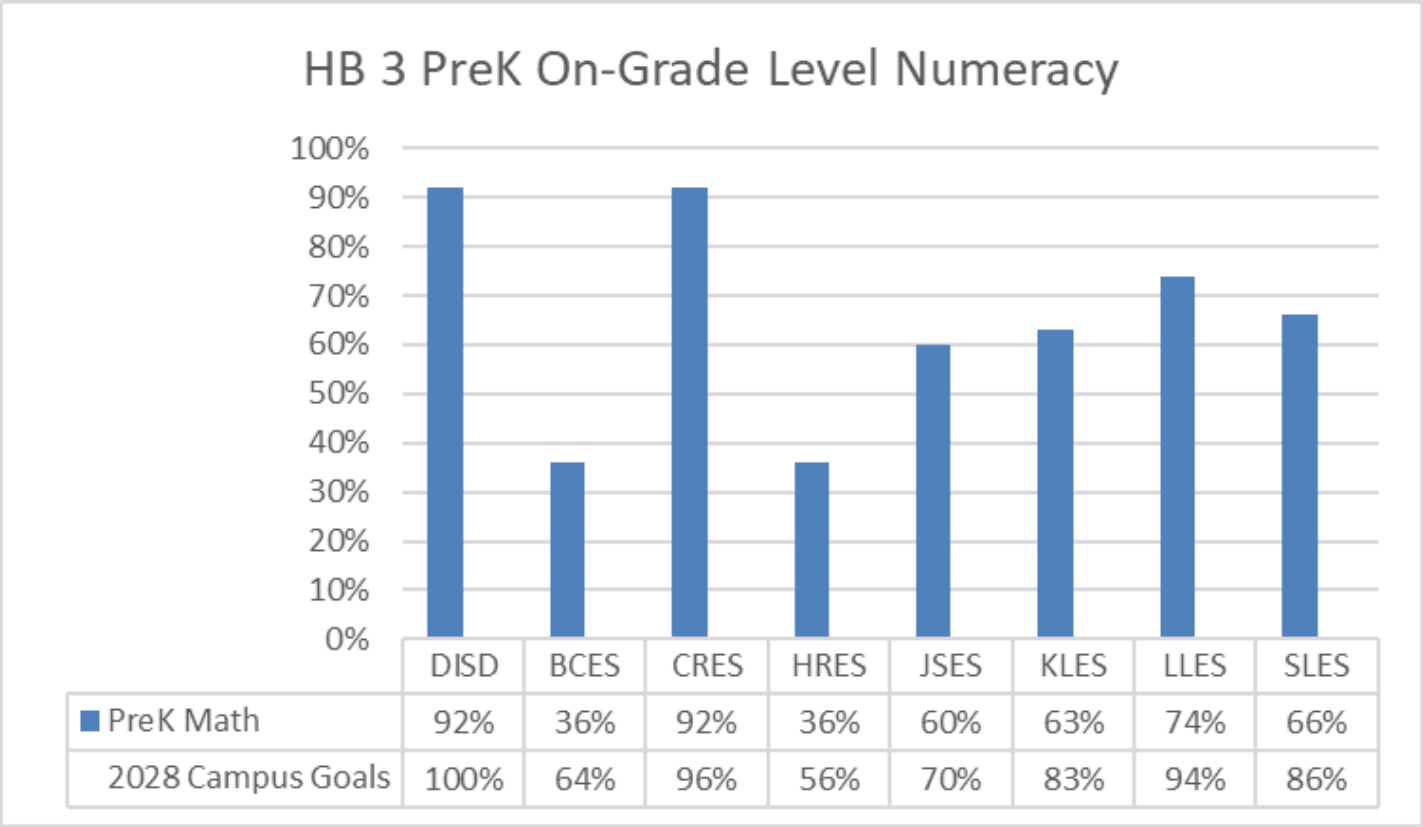
	DISD	BCES	CRES	HRES	JSES	KLES	LLES	SLES
2nd graders scoring >63rd Percentile Reading	38%	38%	42%	33%	36%	31%	33%	38%
2028 Campus Goals	66%	66%	70%	68%	55%	59%	61%	80%



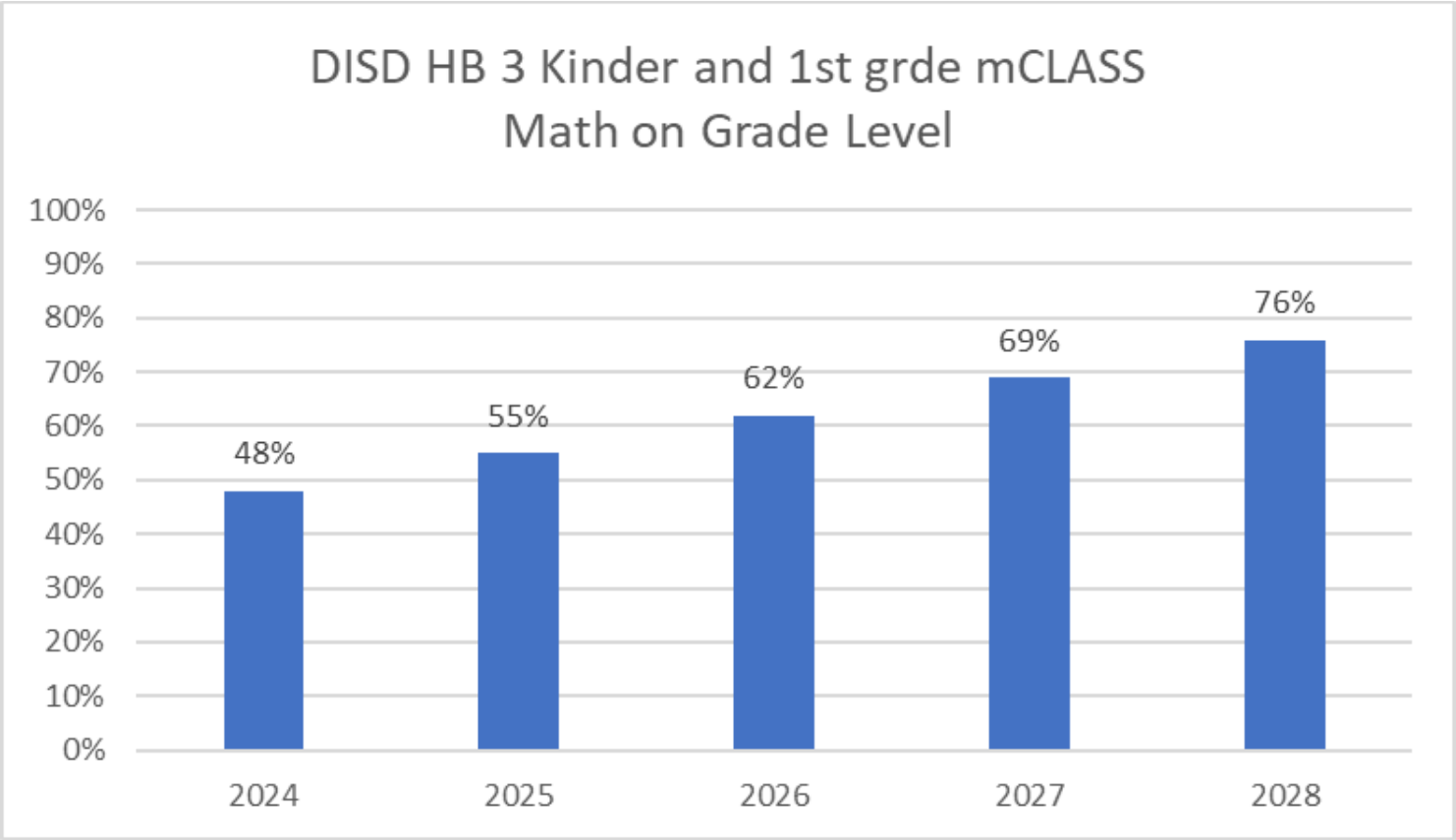


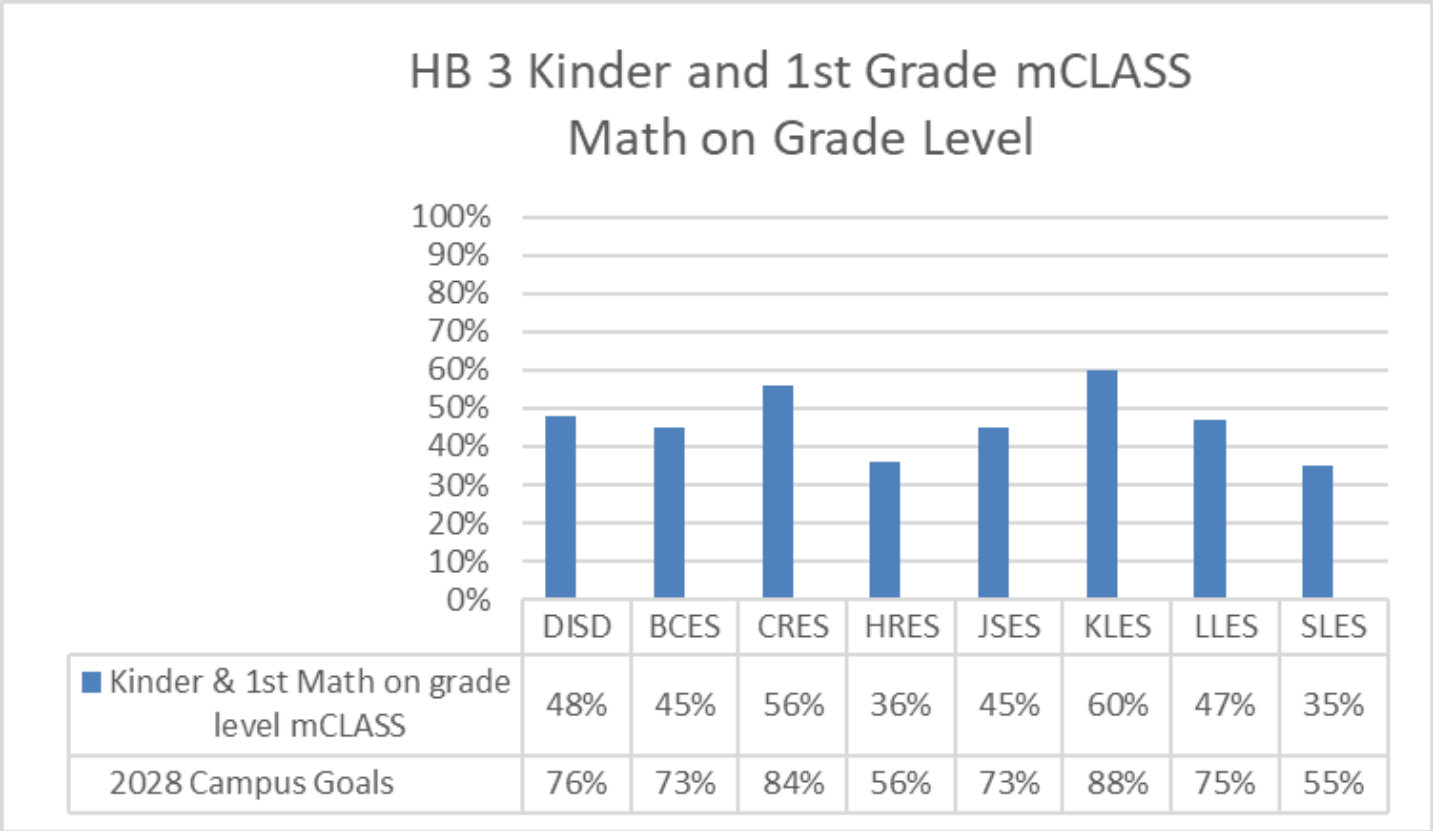
	DISD	BCES	CRES	HRES	JSES	KLES	LLES	SLES
3rd Graders Meets/Masters Math STAAR	41%	53%	63%	28%	37%	38%	47%	41%
2028 Campus Goals	69%	81%	91%	56%	80%	66%	75%	80%



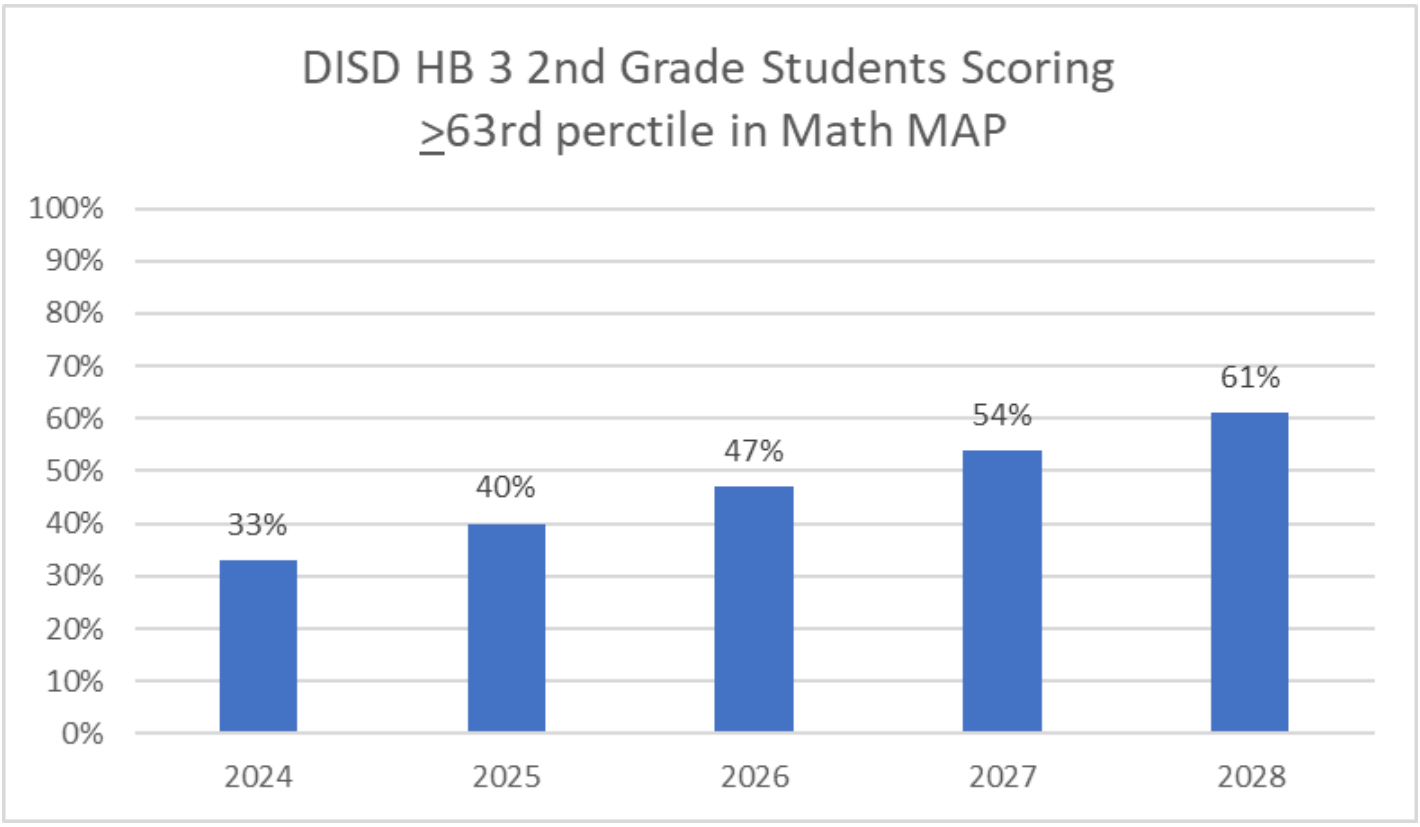


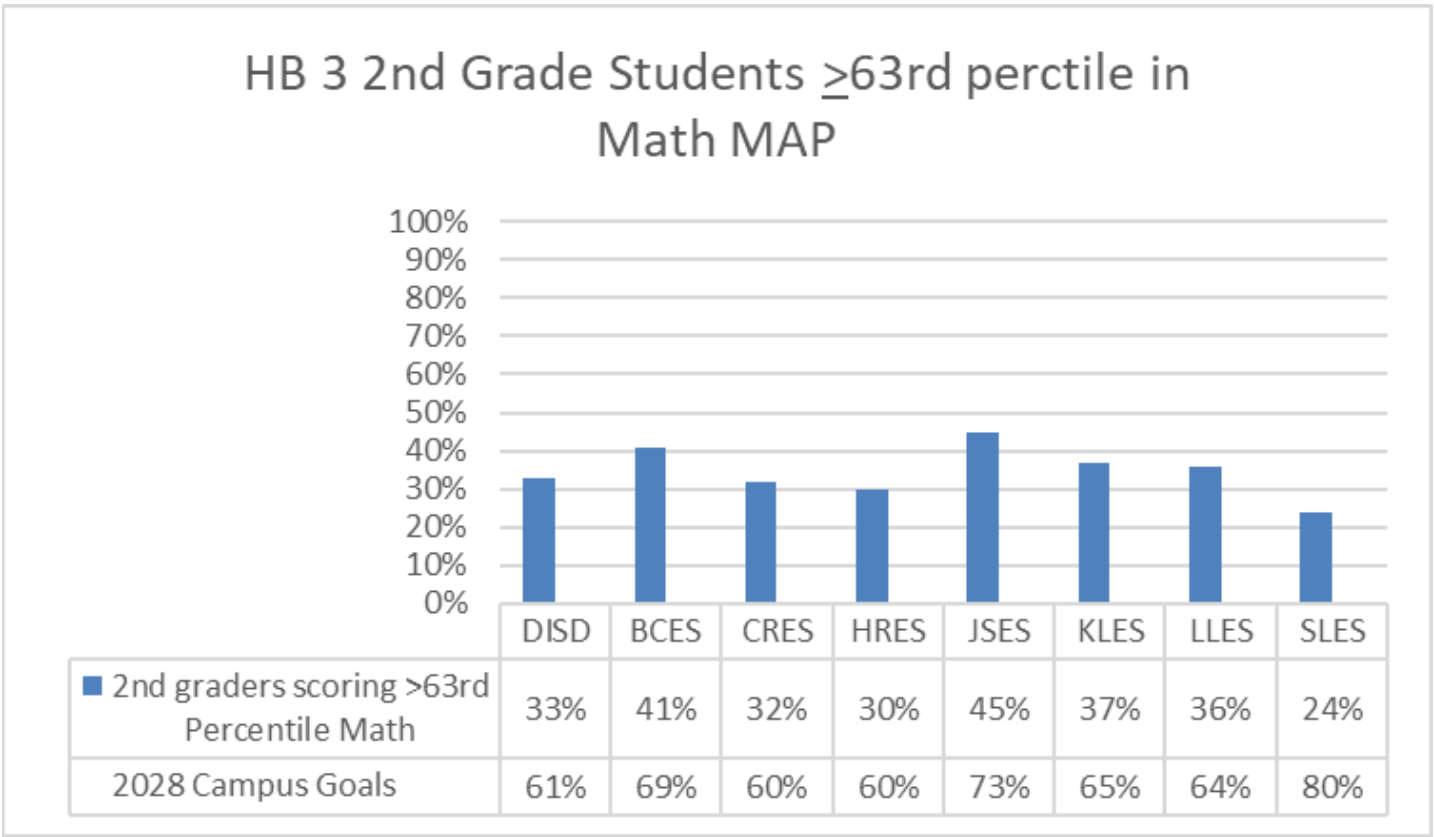
	DISD	BCES	CRES	HRES	JSES	KLES	LLES	SLES
PreK Math	92%	36%	92%	36%	60%	63%	74%	66%
2028 Campus Goals	100%	64%	96%	56%	70%	83%	94%	86%



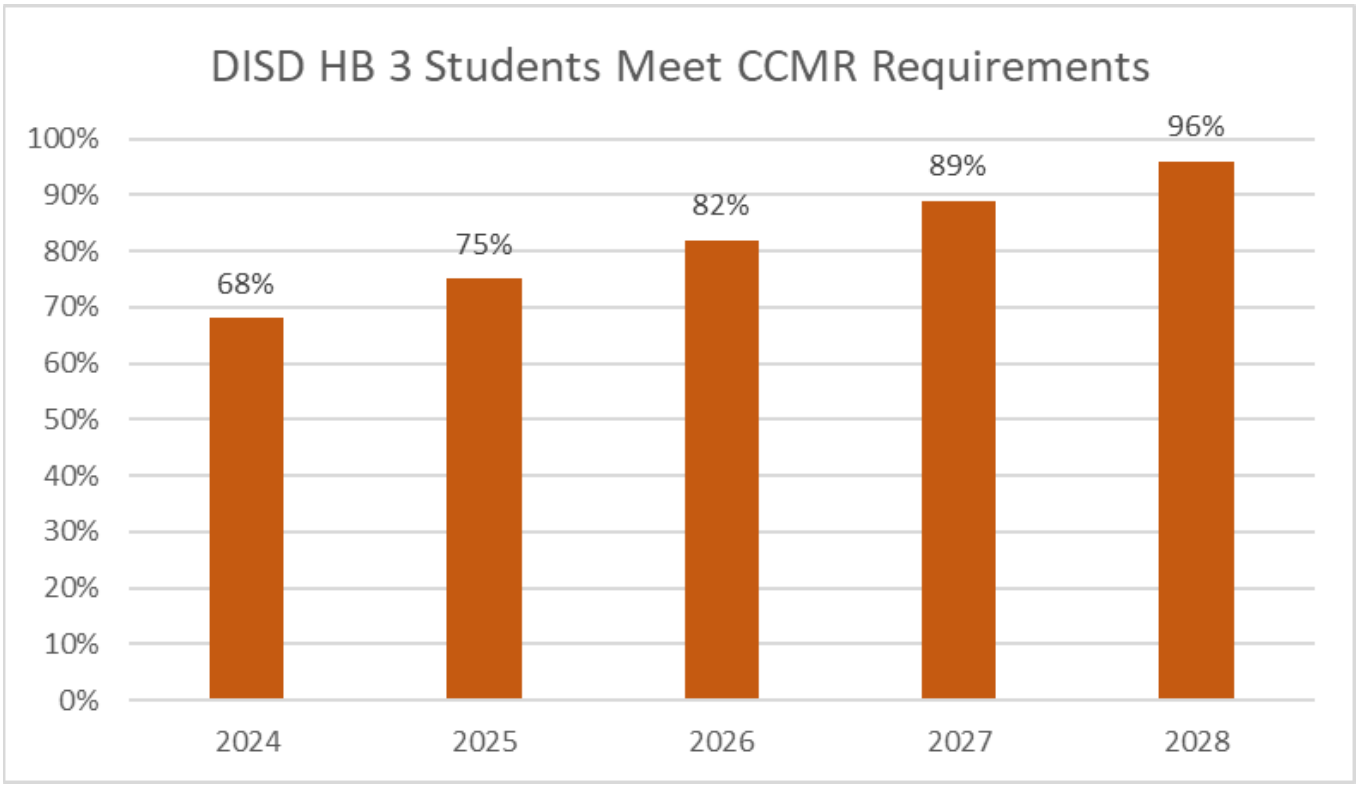


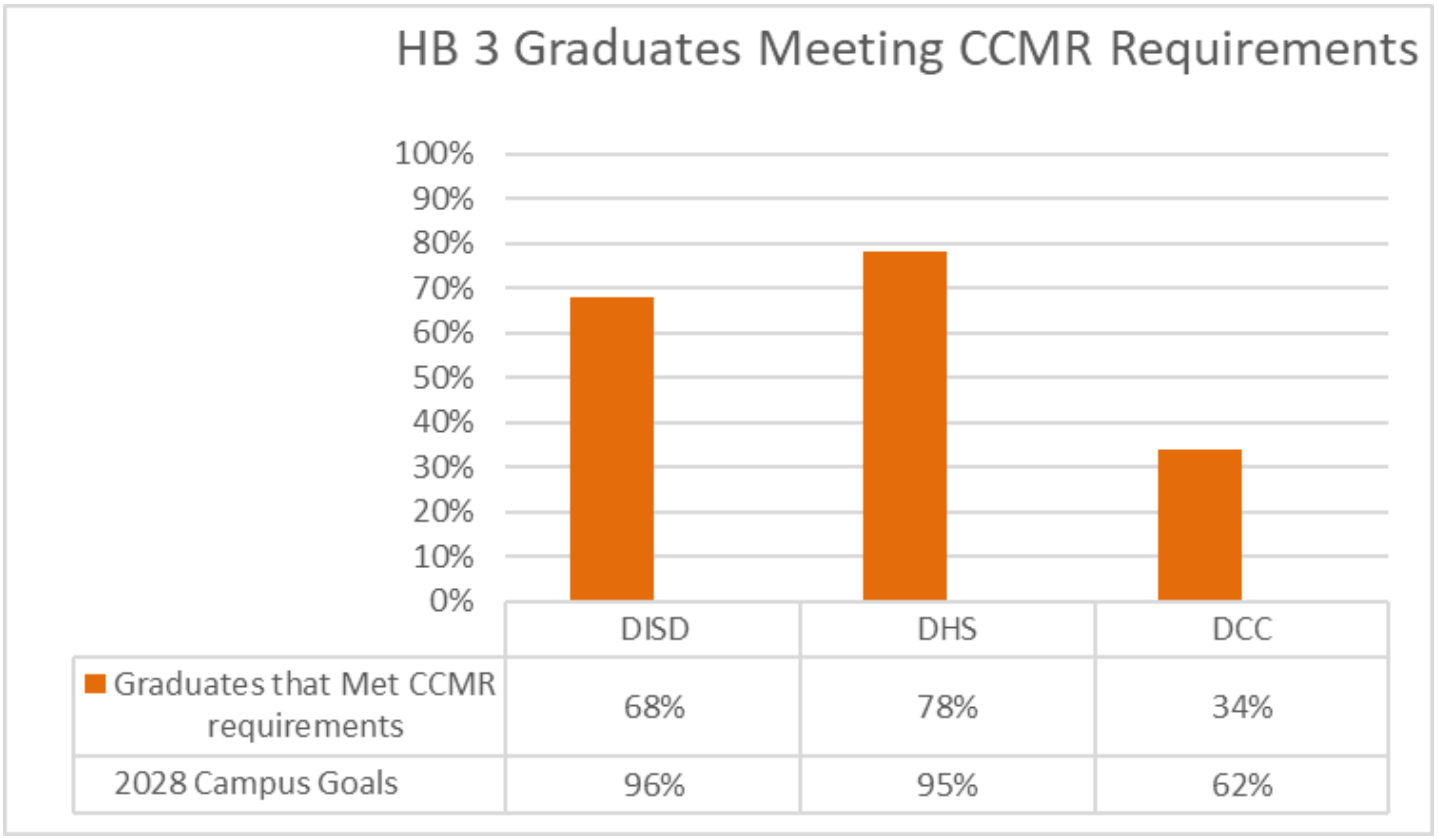
	DISD	BCES	CRES	HRES	JSES	KLES	LLES	SLES
Kinder & 1st Math on grade level mCLASS	48%	45%	56%	36%	45%	60%	47%	35%
2028 Campus Goals	76%	73%	84%	56%	73%	88%	75%	55%



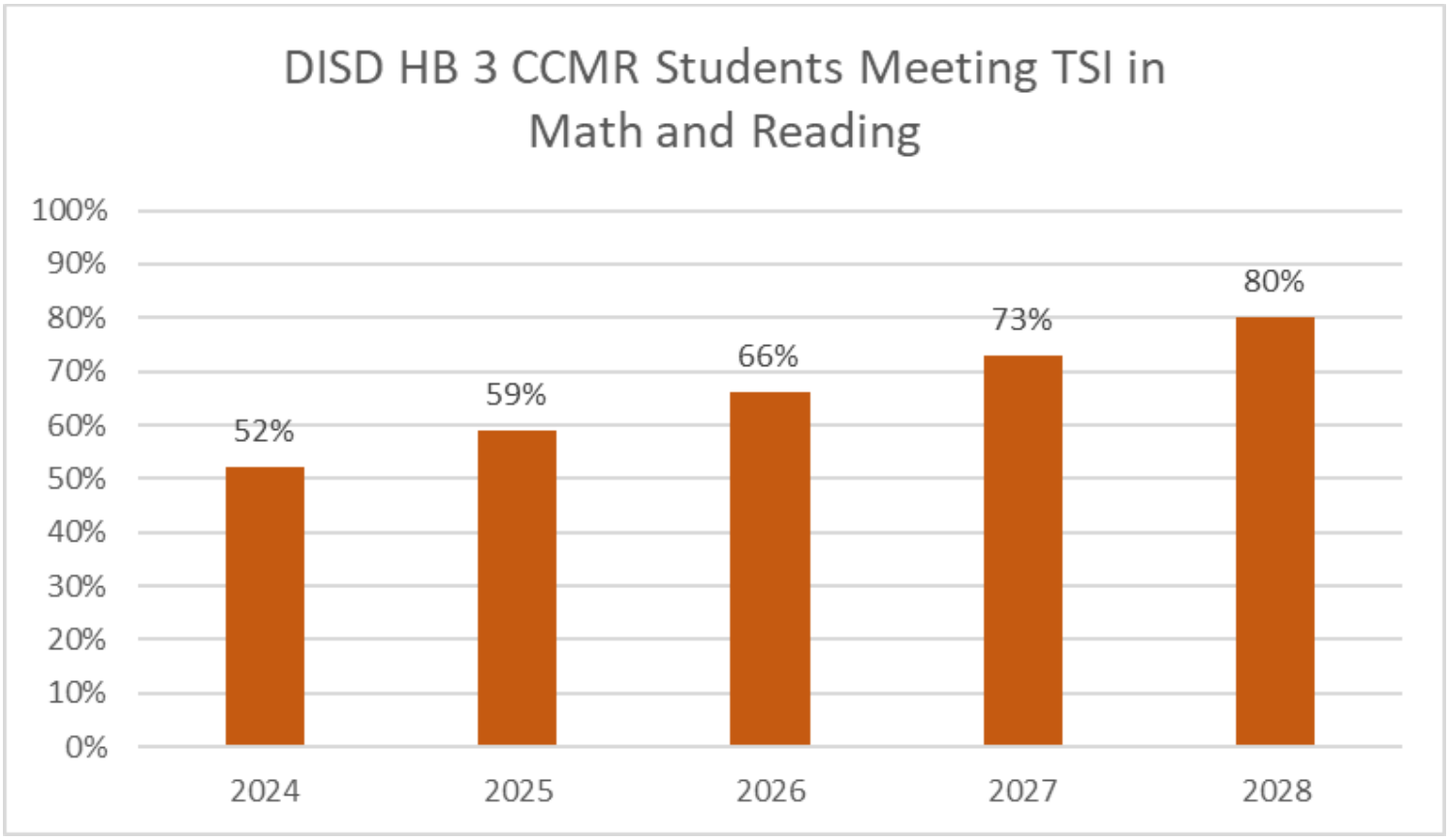


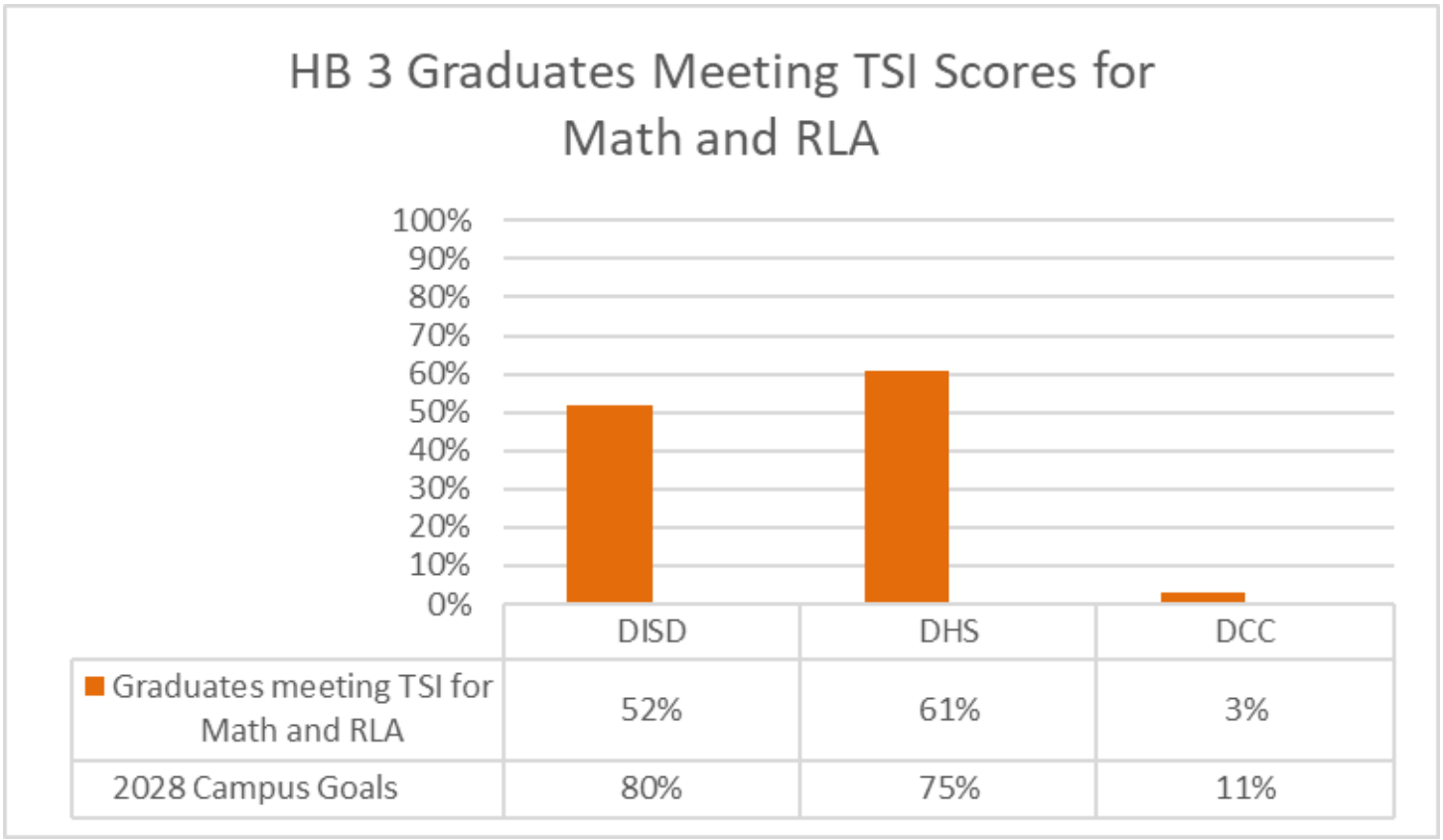
	DISD	BCES	CRES	HRES	JSES	KLES	LLES	SLES
2nd graders scoring >63rd Percentile Math	33%	41%	32%	30%	45%	37%	36%	24%
2028 Campus Goals	61%	69%	60%	60%	73%	65%	64%	80%



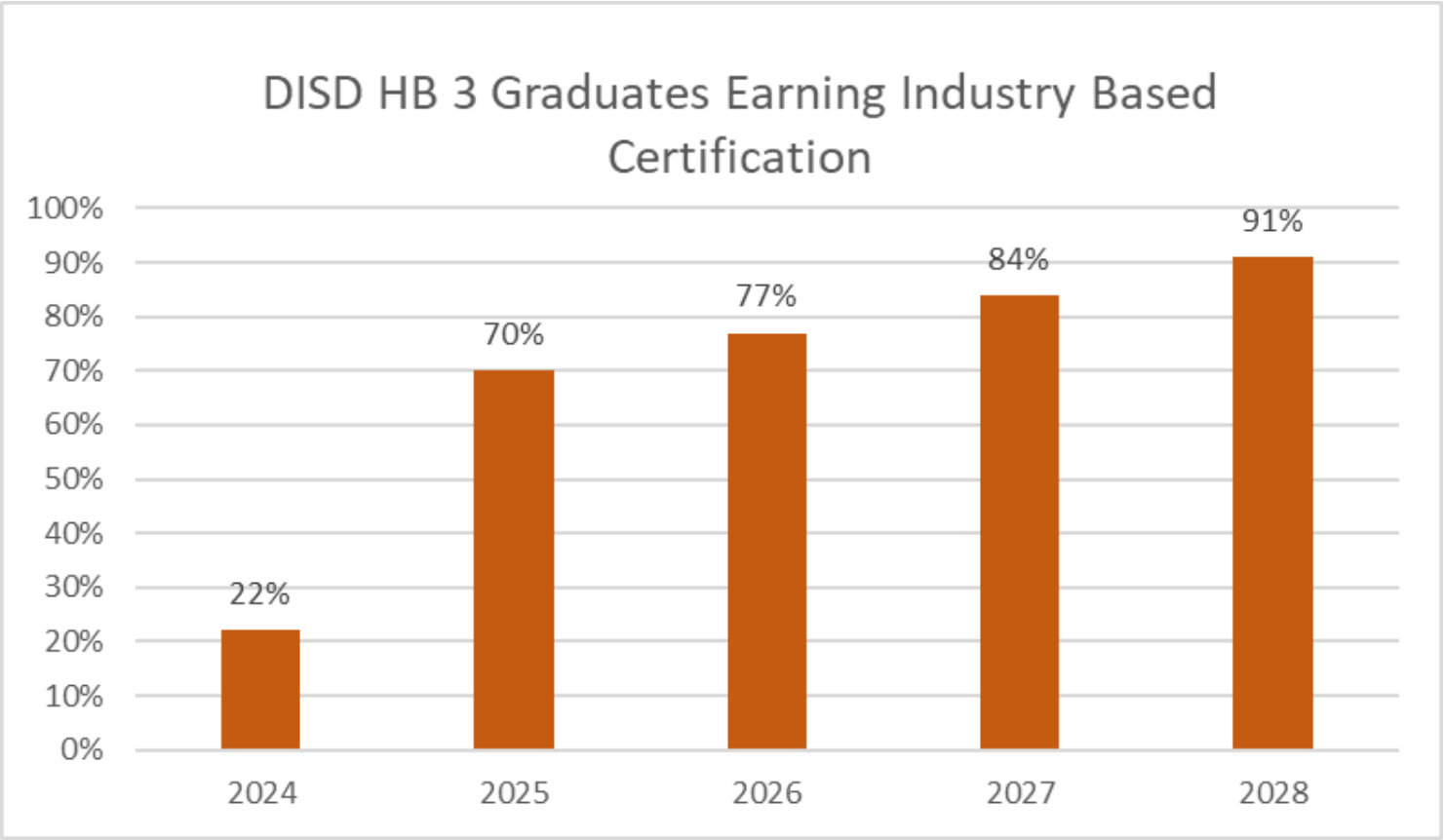


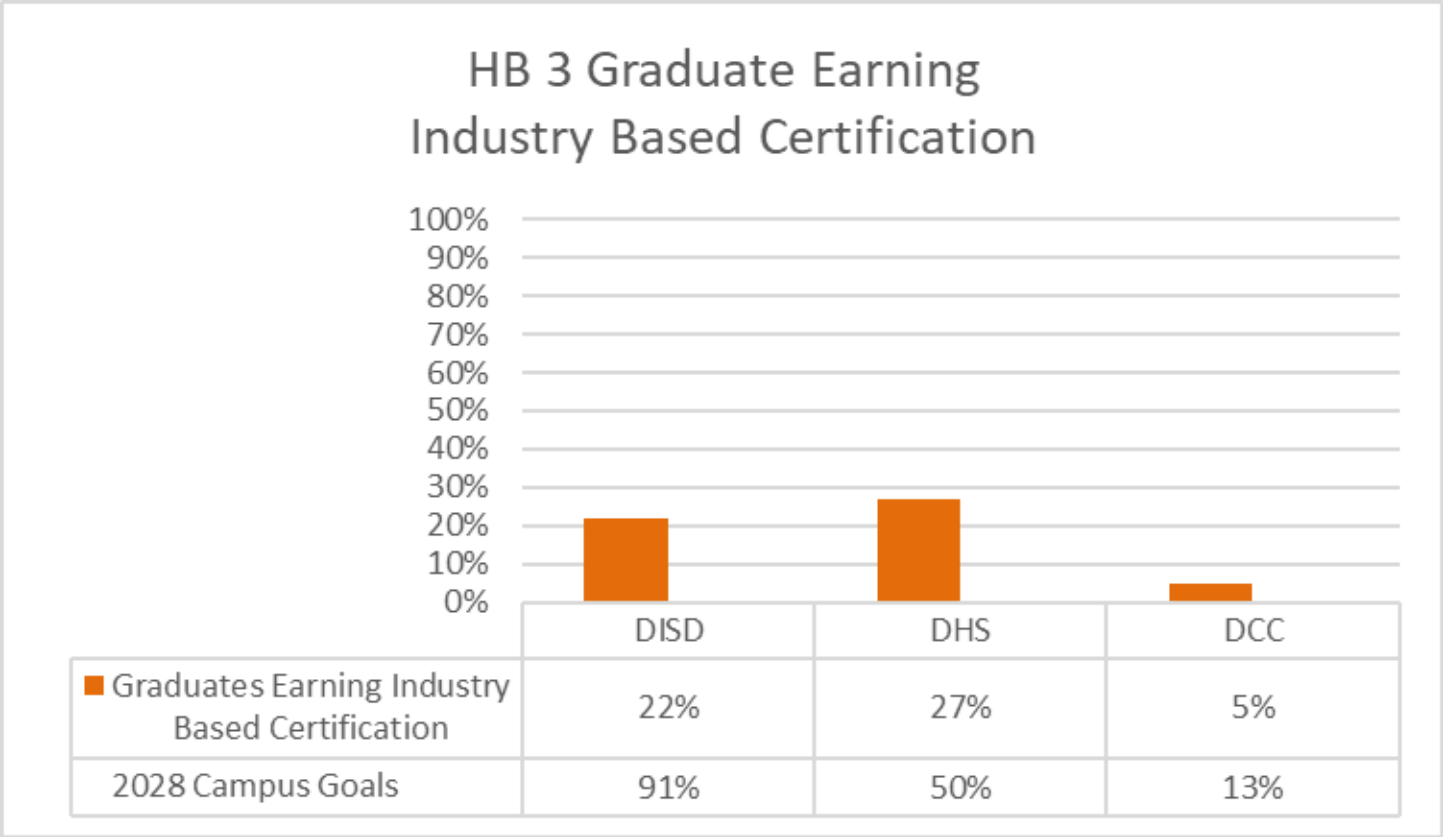
	DISD	DHS	DCC
Graduates that Met CCMR requirements	68%	78%	34%
2028 Campus Goals	96%	95%	62%





	DISD	DHS	DCC
Graduates meeting TSI for Math and RLA	52%	61%	3%
2028 Campus Goals	80%	75%	11%





	DISD	DHS	DCC
Graduates Earning Industry Based Certification	22%	27%	5%
2028 Campus Goals	91%	50%	13%

If you would like to view each Campuses individual PPT with the campus long term goals, click on the campus link below

BCES	CRES	HRES	JSES	KLES
LLES	SLES	DCC	DHS	DISD

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: 2024-2025 District and Campus Improvement Plans

Agenda Item: Dr. Jeff Pack

Background Information
The 2024-2025 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 2024-2025 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

2024-2025

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 northern Galveston County. DISD educates about 12,592 students across 18 campuses, with 14 designated as Title I, Part A campuses. These Title I campuses include 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.

The district also operates four alternative programs: Dickinson Continuation Center, Transforming Lives Cooperative, the Galveston County Detention Center (located at Esmond Juvenile Center), and the Coastal Alternative Program in Santa Fe, which serves students from nearby cooperative member districts.

DISD offers a comprehensive education for students from pre-kindergarten through grade 12, including basic instructional programs, special education, gifted and talented programs, bilingual/ESL education, college preparatory courses, STEAM academies in all middle and junior high schools, and various Career and Technical Education (CTE) programs. The district is fully accredited by the Texas Education Agency (TEA).

District Demographics:

According to the PEIMS Yearly Report:

Dickinson ISD	2023-2024	2022-2023	2021-2022
Total Enrollment	**12,592**	12,360	11,933
Enrollment by Ethnicity:			
Am. Indian/Alaskan	56	53	46
Asian	232	237	231
Black/Af. American	1,907	1,928	1,957
Hispanic/Latino	6,640	6,316	5,977
White	3,380	3,473	3,398
Hawaiian/Pacific Isl.	16	13	12
Two or more Races	361	340	321

Dickinson ISD	2023-2024	2022-2023	2021-2022
Limited English Proficient	**2,538**	4,474	4,057
Immigrant	**200**	144	156
Econ. Disadvantaged	**8,373**	8,248	7,662
Homeless	**164**	144	139

Dickinson ISD	2023-2024	2022-2023	2021-2022
Gifted/Talented	**916**	882	771

Every Student Succeeds Act (ESSA)

DISD participates in the ESSA federal funding program. All 14 of our campuses are school-wide Title I, Part A campuses, receiving funds to support and enhance instruction. The goal of the ESSA Title I program is to provide every child with a fair, equitable, and high-quality education while closing educational achievement gaps. DISD distributes state and local funds based on student numbers at each campus, ensuring funds are allocated appropriately.

ESSA funds are also set aside to support homeless students at the campus level and for parent and family engagement activities. The district and each campus have a Parent and Family Engagement Policy, which is distributed by the campuses and posted on the DISD website.

Additional ESSA Funds are used in the following programs, as outlined in 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

Transferability

Transferability is a flexibility authority under the Every Student Succeeds Act (ESSA) which allows Local Educational Agencies (LEAs) to transfer up to 100 percent of the funds they receive under Title II, Part A and Title IV, Part A to other programs to better address the needs of their unique student populations and to ensure the capacity of delivering a meaningful program. Dickinson ISD has transferred Title II, Part A and Title IV, Part A funds to Title I, Part A to better meet the needs of the district.

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

2024 Accountability has been prevented from release due to a Temporary Restraining Order. This section will be updated when 2024 Accountability is released.

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

Dickinson ISD, a Title I, Part A district, focuses on developing and implementing comprehensive instructional programs to meet the academic needs of all students, identifying those at risk of academic failure, and providing additional support. Campuses work to create common planning times for teachers in core subjects (English, math, science, and social studies) from middle to high school levels. Elementary campuses focus on creating common planning times for each grade level.

Many campuses have introduced dedicated times during the school day for targeted, data-driven interventions, helping students improve in areas where they struggle. Support is provided to teachers and students throughout the day, with additional opportunities before and after school.

Staff members collaborate in Professional Learning Communities (PLCs) on lesson design, research-based instructional strategies, and effective teaching practices. They are involved in selecting textbooks, updating curriculum and assessments, and participating in decision-making and policy formation.

Principals meet twice a month with the Superintendent, Cabinet, and District Directors, which may include professional development activities.

The District Educational Improvement Committee (DEIC), comprising district-wide elected staff, parents, community members, and business representatives, advises the Superintendent and Cabinet on educational goals, objectives, and major instructional programs.

Staff Quality, Recruitment, and Retention Summary

The Human Resources Department aims to recruit, develop, and retain highly qualified teachers and support personnel to positively impact DISD students. The department collaborates with district leadership to ensure effective hiring within budget constraints.

DISD faces challenges due to rapid district growth, increasing by over 2,000 students in the last five years, and the diversity of the student population across 14 traditional campuses and one alternative campus. As of the 2023-2024 school year, Dickinson ISD had a total enrollment of 12,592 students. Here's a breakdown of the student demographics:

- **Hispanic/Latino**: 52.73%
- **White**: 26.84%
- **Black/African American**: 15.14%
- **Asian**: 1.84%
- **Two or More Races**: 2.87%
- **American Indian/Alaskan Native**: 0.44%
- **Hawaiian/Pacific Islander**: 0.13%

The gender distribution of students is fairly balanced, with 51.46% male and 48.54% female students.

Additionally, a significant portion of the student population faces economic challenges, with 66.49% identified as economically disadvantaged. The district also supports a diverse range of learners, including 20.16% who are emergent bilinguals, 16.70% receiving special education services, and 7.27% identified as gifted and talented.

As of the 2023-2024 school year, Dickinson ISD employs a total of 1,848 staff members, with 871.3 FTEs as teachers. Here's a breakdown:

- **Teachers**: 47.1%

- **Professional Support**: 13.8%
- **Campus Administration**: 2.6%
- **Central Administration**: 1.0%
- **Educational Aides**: 12.3%
- **Auxiliary Staff**: 23.2%

Total Personnel by Ethnicity and Sex:

- **White**: 53.8%
  - Male: 10.0%
  - Female: 43.8%
- **Hispanic**: 29.1%
  - Male: 3.7%
  - Female: 25.3%
- **Black**: 15.3%
  - Male: 3.9%
  - Female: 11.4%
- **Other**: 1.8%
  - Male: 0.3%
  - Female: 1.5%

Teachers by Highest Degree Held:

- **No Degree**: 1.6%
- **Bachelor's Degree**: 76.3%
- **Master's Degree**: 21.6%
- **Doctorate**: 0.4%

Teacher Experience Breakdown:

- Beginning Teachers: 5.8%
- 1-5 Years Experience: 34.0%
- 6-10 Years Experience: 23.0%
- 11-20 Years Experience: 24.9%
- Over 20 Years Experience: 12.3%

The average salary for teachers is $63,970, with salaries varying by experience level. The average experience of teachers within the district is 9.8 years, with 5.2 years being the average tenure at Dickinson ISD.

The district faces a significant challenge due to a decline in qualified applicants from traditional university teaching programs, with 49% of new hires coming from alternative certification programs over the past three years. The district is focusing on supporting principals in helping teachers plan effective instruction through training, support materials, and coaching.

Recruitment efforts include attending job fairs and partnering with universities to prepare student teachers. Retention strategies include competitive salaries, a supportive administration, quality mentoring, and a professional learning community environment. The district also offers an Assistant Principal Academy, mentoring for new or struggling principals, extensive compensation benefits, and unique benefits like the district daycare, Gator Academy.

Dickinson Alternative Centers

DISD offers several programs for at-risk students to support their academic growth and emotional well-being:

- **ACCEL Academy**: An 8th-grade program allowing overage students to earn both 8th-grade and high school credits simultaneously.
- **Dickinson Continuation Center (DCC)**: A by-choice alternative high school with a hybrid curriculum, small class sizes, and individualized support. Students must complete academic and post-graduation plans.
- **Dickinson Alternative Learning Center (DALC)**: Temporary schooling for students separated for disciplinary reasons, focusing on academic responsibility and appropriate school behaviors.
- **Coastal Alternative Program (CAP)**: A disciplinary alternative program for expelled students, helping them develop self-management skills and remain enrolled in school.
- **Esmond Juvenile Justice Center Residential School**: Provides academic programming and support for students in juvenile detention, including special education and ELL services.

District Transition Plan

The 2024-2025 Academic Calendar includes a transition day for students moving between school levels, with additional support through summer bridge programs for incoming high school freshmen.

Technology Summary

DISD has utilized ESSER and local funds to improve student access to mobile devices, with carts added to all campuses by August 2024. Instructional technology use has increased with the full rollout of a Learning Management System (LMS) and classroom device management software. Network security is a priority, with new software like ClearPass enhancing wireless traffic security. Annual cybersecurity training is mandatory for staff.

Elementary schools will implement a typing program using Title IV funds to help students use technology effectively in the classroom.

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

Culture and Safety Dickinson ISD is committed to creating a safe, caring, and collaborative environment where all students can reach their full potential. The district prioritizes school safety by partnering with the Galveston County Sheriff's Office to provide school liaison officers on every campus. Parents appreciate the district's focus on safety, but some suggest improvements like increased police presence.

Student Support and Engagement DISD offers a variety of after-school activities, clubs, and UIL events that cater to the unique interests and needs of students. These programs help students develop self-awareness and achieve success. Parents value these engaging opportunities but express a desire for more interesting activities, particularly in challenging subjects like algebra.

Instructional Excellence The district emphasizes rigorous academic standards and higher-level thinking skills. The focus is on preparing students to meet and exceed grade-level expectations. The AVID program, which is implemented on multiple campuses, supports college and career readiness by encouraging students to enroll in advanced courses.

Advanced Academics and Specialized Programs Advanced Academics in DISD continue to expand, reaching more students from underrepresented populations. Programs like the STEAM Academy and the InvestiGATOR partnership with UHCL provide enriching experiences for students. The district's CTE program has grown significantly, with strong support from the community and local businesses.

Juvenile Justice Programs DISD provides educational services to students at the Esmond Juvenile Justice Center and the Transforming Lives Cooperative (TLC). These programs focus on rehabilitation and positive outcomes for juvenile offenders. Upon release, students are encouraged to consider attending Dickinson Continuation Center to stay on track for graduation.

Parent and Community Engagement Dickinson ISD maintains strong partnerships with parents and the community, offering a wide range of engagement opportunities like parent nights, Title I meetings, and curriculum events. The district uses various communication tools, including social media, newsletters, and emergency notifications, to keep parents informed. The district also offers translation services and partners with local institutions to support English language learning for parents.

District Growth DISD is a fast-growing district, with student enrollment expected to surpass 12,800 in 2024-2025 and continue to rise over the next decade. Many families choose Dickinson ISD for its strong educational programs and community atmosphere.

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 high-need campuses to help reduce student drop-out rates and to supply students with their individual needs.
- The AVID program is in place for grades 9-12 in order to build a college & career culture throughout the campus.
- 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.

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

Revised/Approved: June 4, 2024

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

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

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

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

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: Provide resources for teachers/staff that address differentiated, targeted instruction to build a strong foundation in all core content areas.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional Coaches will participate in monthly Curriculum Leadership Team meetings with Curriculum Specialists to preview upcoming units and build their capacity to lead curriculum and instruction on campuses. They will focus on leading the planning and implementation of first time, high quality Tier 1 instruction, Tier 2 intervention, and ongoing assessments. **Strategy's Expected Result/Impact:** Improved classroom instruction, increase in student achievement **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists **Funding Sources:** - 255-Title IIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Fundations, Heggerty, etc. **Strategy's Expected Result/Impact:** Improve reading instruction and student achievement in reading **Staff Responsible for Monitoring:** Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators **Results Driven Accountability** **Funding Sources:** - Local Funding, - 211-Title IA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Math: Build foundational fluency skills through the use of Building Fact Fluency. Campuses will be provided additional support by Region 4 consultants. **Strategy's Expected Result/Impact:** Improved Tier I instruction, improved students achievement in math **Staff Responsible for Monitoring:** Director of Curriculum Math Curriculum Specialists **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: RLA: K-2 teachers will be provided ongoing training on how to implement decodable texts in small group instruction. **Strategy's Expected Result/Impact:** Improved classroom Tier I instruction, improved student achievement **Staff Responsible for Monitoring:** Director of Curriculum ELAR/Social Studies Curriculum Specialists **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Science: Curriculum specialists will help build our teachers' understanding of the recently adopted science TEKS. Curriculum specialists will provide opportunities for instructional coaches to meet and collaborate monthly to clarify science learning targets, plan for high quality Tier 1 and 2 science instruction, and develop aligned common assessments for tested science grade bands. **Strategy's Expected Result/Impact:** Improved classroom Tier I instruction, improved student achievement **Staff Responsible for Monitoring:** Director of Curriculum Science Curriculum Specialists **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Social Studies: Increase the integration of primary sources in Social Studies lessons as reflected in lesson plans and student work samples				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Special Programs: Campus Compliance Facilitators will monitor data collection to document instructional supports and accommodations / modifications to allow the IEP team to analyze student progress and growth to make future data driven decisions. **Strategy's Expected Result/Impact:** Increased student learning **Staff Responsible for Monitoring:** Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals **Results Driven Accountability** **Funding Sources:** - Local Funding, - IDEA B				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Special Programs: Conduct FIIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records). **Strategy's Expected Result/Impact:** Meet Initial FIE timelines **Staff Responsible for Monitoring:** Coordinator of Evaluation and Related Services **Results Driven Accountability** **Funding Sources:** - IDEA B, - Local Funding				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, and ED and conducting Case Review for all evaluations of ID students. **Strategy's Expected Result/Impact:** increased knowledge and accurate identification of students **Staff Responsible for Monitoring:** Coordinator of Evaluation and Related Services **Results Driven Accountability** **Funding Sources:** - IDEA B, - Local Funding				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services. **Strategy's Expected Result/Impact:** Improve SSP 9 and 11 (LRE) data **Staff Responsible for Monitoring:** Coordinator of Evaluation and Related Services Coordinator of Special Programs Compliance Campus principals / Assistant principals **Results Driven Accountability - Equity Plan** **Funding Sources:** - IDEA B, - Local Funding				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Behavior Teaching Continuum and providing training on Behavior 101 to teachers. **Strategy's Expected Result/Impact:** Improved SSP 18 (Sped Total Disciplinary Removals Rate) data **Staff Responsible for Monitoring:** Coordinator of Evaluation and Related Services Campus Administrators Behavior Coaches **Funding Sources:** - IDEA B, - Local Funding, - 255-Title IIA				

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for Industry-Based Certifications (IBCs) and work-based learning opportunities. **Strategy's Expected Result/Impact:** Increase in career readiness for students and an increase in the number of certifications earned by students **Staff Responsible for Monitoring:** Director of Career and Technical Education **Funding Sources:** - Perkins, - Local Funding	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Math 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. **Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists **Funding Sources:** - 255-Title IIA, - Local Funding	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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. **Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ. **Strategy's Expected Result/Impact:** Improved classroom instruction and student achievement **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists **Funding Sources:** - 255-Title IIA, - 282-ESSER III, - Local Funding				

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 resources for emergent bilingual students: Imagine Learning, Rosetta Stone, Summit K-12 **Strategy's Expected Result/Impact:** Improved **Staff Responsible for Monitoring:** Coordinator of State and Federal Programs **Funding Sources:** - Local Funding, - 263-Title IIIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support. **Strategy's Expected Result/Impact:** Improved student achievement **Staff Responsible for Monitoring:** Coordinator of State and Federal Programs Director of Advanced Academics **Funding Sources:** - 263-Title IIIA, - 199-SCE, - 211-Title IA				

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 Bilingual/ESL classes and emergent bilingual classroom support. **Staff Responsible for Monitoring:** Coordinator of State and Federal Programs **Results Driven Accountability** **Funding Sources:** - 199-SCE, - Local Funding - Bilingual Allotment, - 263-Title IIIA				

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

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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 **Strategy's Expected Result/Impact:** Improved student growth in reading **Staff Responsible for Monitoring:** Director of Curriculum Curriculum Specialists Campus Leaders Teachers **Funding Sources:** - 263-Title IIIA, - 211-Title IA				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: Implement various safety measures throughout the district

High Priority

Evaluation Data Sources: Surveys, safety and discipline documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To ensure the security and protection of students, staff, and property, the board employs school liaison officers (SLOs), and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are: a) conducting investigations of all criminal violations (with the exception of major criminal violations such as murder or sexual assault in which instance the Officers will assist the law enforcement agency with primary jurisdiction) occurring on DISD property or at DISD-sponsored or school-related activities, except at DISD Extracurricular Activities, on or off DISD property; b) patrolling the periphery of DISD campuses (up to and including 1000 feet beyond the real property boundary lines) for the purpose of controlling narcotic/alcohol sale and use, gang related activities and other crimes including those prohibited by Texas Education Code SS 37.006(a), SS 37.007, and SS37.110; c) attending DISD sponsored or School Related Activities during school hours; d) working with faculty/administration/student body/parents to develop the necessary knowledge and skill required of such faculty/administration/student body/parents to detect the presence and dangers of narcotics and/or alcohol; e) acting as educational resources for the criminal justice system and its operation in society; f) establishing good rapport with students to establish a role model for good community/criminal justice system relationships; g) providing security on the various DISD campuses for prevention of theft, trespassing, and intrusion; h) responding to night and weekend calls when DISD buildings are found opened or unlawfully entered; i) reporting open and unlawfully entered DISD buildings to the prescribed personnel; j) acting as a liaison with public safety authorities on all matters affecting school security; k) consulting with DISD Administration on methods of increasing security in and around the remises of each school; l) assisting DISD Administration with enforcement of its written Student Code of Conduct adopted pursuant to law; m) investigating and participating in DISD's student disciplinary actions as reasonably necessary; n) complying with DISD's policies and procedures, including those relating to the prohibition against the use of alcohol or drugs and required drug and alcohol testing set forth in DISD Board policies and administrative regulations, to the extent that there are no conflicts with policies of the Sheriff's Office or the County; o) upholding the laws of the State of Texas; p) preserving the peace within the Officer's jurisdiction by all lawful means; q) performing such other law enforcement duties as may be agreed upon by the Sheriff and DISD; and r) performing duties required of peace officers under Texas law. District security personnel monitor campus grounds and report suspicious activity or concerning behavior. **Strategy's Expected Result/Impact:** Safe school environment **Staff Responsible for Monitoring:** Assistant Superintendent for Administration **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 **Strategy's Expected Result/Impact:** Safe school environment **Staff Responsible for Monitoring:** Assistant Superintendent for Administration **Funding Sources:** - Local Funding				

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.. **Strategy's Expected Result/Impact:** Improve school safety, **Staff Responsible for Monitoring:** Assistant Superintendent for Administration Campus Principals **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., UTMB TCHATT, Communities in Schools, Family Service Center). **Strategy's Expected Result/Impact:** Decrease student drop out, increase emotional stability **Staff Responsible for Monitoring:** Coordinator of Mental Health and Counseling **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide student lessons through programs such as Second Steps and Character Strong. **Strategy's Expected Result/Impact:** Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety **Staff Responsible for Monitoring:** Coordinator of Mental Health and Counseling **Funding Sources:** - 255-Title IIA				

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide anti-victimization/ child abuse prevention training and curriculum. **Strategy's Expected Result/Impact:** Increased awareness for staff and prevention strategies for students. **Staff Responsible for Monitoring:** Coordinator of Mental Health and Counseling **Funding Sources:** - Outside Agency				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Substance Abuse Prevention Programs such as BACODA, Crime Stoppers and Gulf Coast Center. **Staff Responsible for Monitoring:** Coordinator of Mental Health and Counseling **Funding Sources:** - Outside Agency				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement Human/Sex Trafficking Prevention Program - Training for staff - Curriculum for students **Strategy's Expected Result/Impact:** Increased awareness for staff and prevention strategies for students. **Staff Responsible for Monitoring:** Coordinator of Mental Health and Counseling **Funding Sources:** - Outside Agency				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk. **Staff Responsible for Monitoring:** Coordinator of Mental Health and Counseling **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 5: Provide extra support for students identified as homeless

Evaluation Data Sources: Registration forms

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Improve communication between school and home

Evaluation Data Sources: Parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure parent communication is translated to Spanish **Strategy's Expected Result/Impact:** Improve parent communication **Staff Responsible for Monitoring:** Coordinator of State and Federal Programs **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 **Strategy's Expected Result/Impact:** Increase college and career readiness for students and families **Staff Responsible for Monitoring:** Director of Career and Technical Education **Funding Sources:** - Local Funding, - 263-Title IIIA, - 211-Title IA				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Equip families with tools to enhance and extend learning at home.

Evaluation Data Sources: Coordinator of State and Federal Programs

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit for students and families. **Strategy's Expected Result/Impact:** Increase awareness for students and parents of various educational opportunities available for all students **Staff Responsible for Monitoring:** Coordinator of State and Federal Programs **Funding Sources:** - 199-SCE, - Local Funding, - 211-Title IA				

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend. **Strategy's Expected Result/Impact:** Increase overall district retention rate. **Staff Responsible for Monitoring:** Executive Director for Human Resources **Funding Sources:** - Local Funding, - 211-Title IA, - Special Programs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS). **Strategy's Expected Result/Impact:** Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students **Staff Responsible for Monitoring:** Director of Career and Technical Education **Funding Sources:** - Local Funding, - Perkins				

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. **Strategy's Expected Result/Impact:** Improved teacher instruction and retention resulting higher student academic achievement **Staff Responsible for Monitoring:** Director of Curriculum Coordinator of State and Federal Programs **Funding Sources:** - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - IDEA B, - 255-Title IIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enhance the two-year teacher induction and mentoring program to all teachers new to the profession. **Strategy's Expected Result/Impact:** Increase teacher retention rate of beginning teachers (0-2 years). **Staff Responsible for Monitoring:** Director of Advanced Academics and Teacher Development **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 leadership academies and opportunities to lead campus and district professional development sessions. **Strategy's Expected Result/Impact:** Increase the number of effective principals and other school leaders **Staff Responsible for Monitoring:** Director of School Leadership **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 IEP goals, objectives, PLAAFPs, progress monitoring and reporting, Decision Making Guide, accommodations, in-class support, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings. **Strategy's Expected Result/Impact:** Increased knowledge base for educators. **Staff Responsible for Monitoring:** Special Programs Coordinators **Results Driven Accountability** **Funding Sources:** - Special Programs, - IDEA B				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Special Programs: Provide professional development (e.g. Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities. **Strategy's Expected Result/Impact:** Increased knowledge base for educators **Staff Responsible for Monitoring:** Special Programs Coordinator of Compliance Special Programs Coordinator of Evaluation and Related Services **Funding Sources:** - Local Funding, - IDEA B				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical , speech/ language , hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities. **Strategy's Expected Result/Impact:** Increase inclusive learning opportunities for students with disabilities **Staff Responsible for Monitoring:** Special Programs Coordinators **Results Driven Accountability** **Funding Sources:** - Local Funding, - IDEA B				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices **Strategy's Expected Result/Impact:** Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC **Staff Responsible for Monitoring:** Special Programs Coordinators **Results Driven Accountability** **Funding Sources:** - IDEA B, - Local Funding				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Special Programs: Provide CBVIs, explore employment opportunities, organize visits and volunteer opportunities to various facilities in the area, provide information and supports for post-secondary governmental agency services, and attendance at the local transition fair. **Strategy's Expected Result/Impact:** Increased opportunities for students in special education to generalize skills **Staff Responsible for Monitoring:** Special Programs Coordinators **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: Continue to implement the Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program initiatives and outcomes to stakeholders. **Strategy's Expected Result/Impact:** Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. **Staff Responsible for Monitoring:** Executive Director of Human Resources **Funding Sources:** - Outside Agency				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement DISD Wellness Program (SWAMP). **Strategy's Expected Result/Impact:** Support overall well-being of all staff. **Staff Responsible for Monitoring:** Executive Director of Human Resources				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: 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: Provide resources for students in the area of Technology Applications, including typing programs, for the effective use of technology in the classroom. **Strategy's Expected Result/Impact:** Increased efficiency and productivity so that core instructional time is not interrupted **Staff Responsible for Monitoring:** Executive Director of Technology **Funding Sources:** - 287-Title IV, - Local Funding				

 No Progress 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

Name	Position	FTE
Cardona, I.	Instructional Support Paraprofessional	1
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

Name	Position	FTE
Irigoyen, M.	Instructional Support Paraprofessional	1
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	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

Name	Position	FTE
Revuelta, R.	Instructional Support	0.33
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	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
Baskin, Sandra	HRE Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Bicknell, Sandi	DHS 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
Brown, Laurtisha	DMS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Carter Harper, Jalisha	BCE Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Donovan, Joseph	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Esquivel, Ruby	DJH 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
Hardy, Kimberly	KELE Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Hefner, Susan	DHS Teacher	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.
Jackson, Angelica	DJH Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
James, Courtney	JSES Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Juarez, Alexis	LMS Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Kidd, Debra	SLES Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Laffey, Karissa	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Luckett, Tyrnn	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
Parks, Kayla	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Pool, Tiffany	CRES Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Rolla, Angela	LES Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Tarpey, Kayci	DJH Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0

Name	Position	Program	FTE
White, Gabrielle	MJH 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	2			$0.00
1	4	2			$0.00
1	4	5			$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

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	1			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	11			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
2	2	2			$0.00
4	2	1			$0.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	2			$0.00
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	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	2	10			$0.00
1	2	11			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
1	4	1			$0.00
1	4	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
2	2	1			$0.00
2	4	1			$0.00
3	2	1			$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	1			$0.00
				Sub-Total	$0.00

State Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$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	5			$0.00
3	2	1			$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	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	2	10			$0.00
1	2	11			$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

Outside Agency					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$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
5	1	1			$0.00
				Sub-Total	$0.00

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

282-ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	5			$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

Dickinson High School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Dickinson High School is to empower our students with the skills and knowledge to become accomplished, self-directed, and collaborative citizens who contribute excellence to our complex and ever-changing world.

Vision

Dickinson High School will foster a collaborative atmosphere that promotes personalization, expects excellence from all stakeholders, and provides unlimited opportunities for all students to achieve success in 21st century learning and career endeavors.

Value Statement

We believe that...

A Supreme Being exists and that everyone has the right to make religious and/or spiritual choices,

Every person has purpose, worth, and dignity,

Individual potential is unlimited,

Family dynamics has a profound influence on who we become,

Connecting with others is essential to a quality life,

Learning is instinctive, lifelong and unique to each individual,

Diversity adds to the quality of one's life,

Physical and emotional safety are critical to an effective learning environment,

Communication is pervasive, ever-present, and multidimensional,

Change is natural and continuous,

Every person is responsible and accountable in all aspects of life for the choices he or she makes.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dickinson High School is the only high school campus in Dickinson Independent School District. DHS serves predominantly low and middle income families. DHS serves 3763 students in grades 9 to 12. This campus is a Title I Schoolwide Campus.

The student population is 18% African-American, 24.21% White,1.83 % Asian, 53.28% Hispanic, 2.18% Two or More Races with 2390 or 63.51% of our students identified as Economically Disadvantaged. Dickinson HS serves 367 (9.75%) English Language Learners; 548 (14.56%) students who receive Special Education services; 196(5.21%) are identified as Gifted/Talented students. 207 or 5.50% of our students are identified as Dyslexic and 326 of our Dickinson HS students receive accommodations as 504 students.

The staff population assigned to the high school totals 351. is 18% African-American, 62%White, 18% Hispanic, 105 or 30% male and 246 or 70% female.

Demographics Strengths

Dickinson High School, a Title I institution, serves a diverse student body. Our students consistently work well together, demonstrating appreciation and respect for individual differences. Our teachers are compassionate individuals who show respect, courtesy, and appreciation for our diverse student and parent community. Parents and community members support our school by actively participating in parent booster club organizations. They regularly attend our fall Open House/Parent University, Spring Parent University, 8th Grade Parent Night and College and Career Fair. DHS parents and community members also show strong support for athletic and fine arts events, attending 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 retain current and recruit future highly effective educators. **Root Cause:** Teacher shortages in all areas of instruction significantly impacted our hiring practices in the past few years.

Student Achievement

Student Achievement Summary

Diverse Academic and Extracurricular Programs: Dickinson High School offers a wide range of academic and extracurricular programs designed to meet the needs of its diverse student population. This includes ample opportunities for additional support and tutoring during the school day..
Effective Instructional Strategies: Teachers at DHS utilize the PLC process and effective instructional strategies to address the varied needs of students, including those who are ESL, special education, or economically disadvantaged.
Ongoing Professional Development: The school provides ongoing training for teachers to enhance their ability to address individual student needs through timely interventions, appropriate modifications, accommodations, and differentiated instruction. Teachers use frequent formative assessments to monitor student achievement and adjust their teaching strategies accordingly.
Focused Response to Intervention (RtI): DHS has a robust plan for implementing Response to Intervention (RtI) and Common Formative Assessments for students who did not meet state standards on the STAAR/EOC. This plan includes meaningful, timely, and focused interventions to ensure that all students achieve at least one year's growth.
Positive Behavior Incentive System (PBIS) and Enriching Lessons: The school-wide Positive Behavior Incentive System (PBIS) is designed to help students achieve their Gator BEST by promoting a safe and productive learning environment. Monthly themes integrated into Na

Student Achievement Strengths

Spring 2022 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	799	27	3777	51%	70%	29%	10%
Economic Disadvantage	545	27	3756	50%	68%	27%	9%
American Indian/Alaskan Native	3	22	3555	41%	33%	33%	0%

Spring 2022 STAAR EOC, Algebra I							
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							
	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%

Spring 2022 STAAR EOC, Algebra I							
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%
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							

Spring 2022 STAAR EOC, Algebra I							
	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%

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): Increase Participation and Success: Enhance participation and success rates in AP, TSI, SAT, and ACT exams through expanded and improved college readiness programs. **Root Cause:** Factors contributing to this may include lack of awareness inadequate preparation resources, or insufficient guidance and encouragement for students to engage in these opportunities.

Problem Statement 2 (Prioritized): Build on existing college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career center by exploring new strategies to broaden their impact. **Root Cause:** Limited Reach and Effectiveness of Current Programs: Despite having established college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career Center, these programs may not fully address the diverse needs of all students or may have constraints that limit their impact.

Problem Statement 3 (Prioritized): Address Attendance Issues: Improve student attendance to positively impact academic achievement across STAAR, AP, SAT, and CTE certifications. **Root Cause:** Chronic Absenteeism: Persistent student absenteeism is a primary factor affecting academic achievement across STAAR, AP, SAT, and CTE certifications. This issue can stem from various underlying factors, such as lack of engagement or motivation, personal or family challenges, health issues, or insufficient support systems.

Problem Statement 4: Close Performance Gaps: Work to close the performance gap by increasing Meets and Mastery level scores to align with or surpass state and Region IV averages. **Root Cause:** These are often due to inconsistent instructional quality and support across different subjects and grade levels. This inconsistency may result from varying levels of teacher expertise, inadequate use of data to inform instruction, or insufficient resources and interventions to meet students' needs

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

- 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."

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.

School Context and Organization

School Context and Organization Summary

The DHS staff has access to a variety of systems that support student achievement including common planning time, professional development, teacher mentoring programs, and department leadership structures. The campus solicits and utilizes input from teachers, students, and the community to support student achievement. The campus needs to continue to focus on creating and sustaining a post-high school learning culture so that all students are sufficiently prepared to pursue an entry into and successful completion of an associates or baccalaureate degree, a skilled technical and/or certification program, and/or entry into the military. Additionally, based on stakeholder feedback, there is a need for written policies and procedures along with consistent and clear communication.

School Context and Organization Strengths

- Central Administration supports DHS through flexible campus budgets and seeks input into professional development activities and other campus- based planning decisions.
- The DHS master schedule provides common planning periods for PLC activities and the district early release days provide opportunities for on-going, embedded staff development and content-specific planning time.
- New teachers are paired with Mentor teachers who provide them with necessary support in their first year of teaching. All teachers are assigned a campus "Buddy Teacher" who can provide direction and support when needed.
- Teacher tutorials and Lighted Windows Open Doors (LWOD) provides struggling students with additional support during the regular school day and after school.
- The Campus Improvement Committee members serve rotating three year terms and provide input and direction in regards to programmatic, instructional, and structural decisions.
- The Dickinson High School Student Advisory Board provides students with the opportunity to be student leaders and to provide the administration with relevant and timely input on issues that impact students.
- The Dickinson High School Instructional Leadership Team meets once a week to review the upcoming calendar, to help plan campus activities, to serve as a liaison and a communication bridge between the administration on and his/her department members, and to provide direction to the administration regarding our campus goals, our school's focus, programmatic and instructional decisions, and the most efficient use of our school budget.
- The department structure for each of the four core areas includes a department chairperson and a team leader for each instructional area. For example, the mathematics department has a department chairperson, an Algebra I lead teacher, a geometry lead teacher, and an Algebra II lead teacher. This structure provides an additional layer of support.
- The master schedule reflects good planning in regards to clustering special education students who receive Support Facilitation (SF) services. The campus is meeting the needs of these students much more efficiently by ensuring the IS teacher is certified in the content and in special education.
- The AVID Site Team meets monthly and the members carry the message to the campus. Our goal is to utilize technology for quick individualized trainings on key AVID strategies for teachers.
- The PLC Guiding Coalition consists of teachers from each department. The members volunteered to serve on this leadership committee. Their focus is to provide support and on-going direction in the process of our school becoming a Professional Learning Community.
- The UDL team meets regularly with Region IV specialists in an effort to widen our "toolbox" of instructional strategies so that our instructional delivery meets the academic needs of ALL learners.
- The Instructional Leadership Team will also serve as the Safety Committee in an effort to streamline communication and take timely action on concerns/issues.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. **Root Cause:** Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

Problem Statement 2 (Prioritized): DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area. **Root Cause:** DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.

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.

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: Increase Participation and Success: Enhance participation and success rates in AP, TSI, SAT, and ACT exams through expanded and improved college readiness programs.

Root Cause 2: Factors contributing to this may include lack of awareness inadequate preparation resources, or insufficient guidance and encouragement for students to engage in these opportunities.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 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 3: Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: 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 4: 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 Areas: School Culture and Climate

Problem Statement 5: 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 5: 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 5 Areas: School Culture and Climate

Problem Statement 6: Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement..

Root Cause 6: Campus needs access to valid survey data from all stakeholders.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Ongoing need to increase quality and availability of support programs from district and campus for new teachers.

Root Cause 7: Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

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

Problem Statement 8: Increase availability and variety of professional development for faculty and staff.

Root Cause 8: 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 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: There continues to be a need to train faculty and staff in the PLC model .

Root Cause 9: 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 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: 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 10: The varied programs continue to grow and require increasingly creative scheduling to meet those needs.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Lack of parent engagement in the education of our students.

Root Cause 11: Campus must take a more active role in engaging parents.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc.

Root Cause 12: 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 12 Areas: School Context and Organization

Problem Statement 13: The PLC model has not been implemented with fidelity.

Root Cause 13: Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 14: 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 14: Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Build on existing college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career center by exploring new strategies to broaden their impact.

Root Cause 15: Limited Reach and Effectiveness of Current Programs: Despite having established college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career Center, these programs may not fully address the diverse needs of all students or may have constraints that limit their impact.

Problem Statement 15 Areas: Student Achievement

Problem Statement 16: Address Attendance Issues: Improve student attendance to positively impact academic achievement across STAAR, AP, SAT, and CTE certifications.

Root Cause 16: Chronic Absenteeism: Persistent student absenteeism is a primary factor affecting academic achievement across STAAR, AP, SAT, and CTE certifications. This issue can stem from various underlying factors, such as lack of engagement or motivation, personal or family challenges, health issues, or insufficient support systems.

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: 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 17: DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.

Problem Statement 17 Areas: School Context and Organization

Goals

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

Performance Objective 1: Increase the performance of all student groups across all subjects on the STAAR EOC exams by 5%. This will be achieved by improving Tier 1 instruction through the implementation of effective questioning techniques and the consistent application of aggressive monitoring strategies.

High Priority

Evaluation Data Sources: CFA, Unit Assessment, CBA and Interim Assessment scores, STAAR EOC scores, Observation data, Coaching feedback data

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 Meets or Mastery Level on all STAAR EOC exams. **Strategy's Expected Result/Impact:** Improve student performance for all students on STAAR EOC in all subjects: Algebra I, English I, English II, Biology, US History. Improve student performance on Common Formative/Summative assessments, State Interim assessments, and course grades. **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Instructional Coaches Department Leaders Team Leaders Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211-Title IA - 211-8-13-001-30-24-6200-DW				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide focused Tier II intervention for students who failed to master the state standards (TEKS) following Tier I instruction. This strategy may include any or all of the following: 1. Drafted to the DHS intervention period "Gator Time" 2. Teacher tutoring before/after school 3. Individualized and/or small-group instruction within the regular classroom **Strategy's Expected Result/Impact:** Improve student performance on formative/summative assessments, Interim assessments, EOC assessments and course grades. Improve Meets and Masters Level on STAAR assessments **Staff Responsible for Monitoring:** Principal Dean of Instruction Instructional Coaches Classroom Teachers Inclusion-Support Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Intervention Materials, High Quality Learning Resources - 211-Title IA, - 199-SCE, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase student access to Tier III prescriptive interventions provided through computer and/or technological support systems to extend, reinforce and complement literacy and numeracy instruction for students struggling in English/ Language Arts and/or mathematics. **Strategy's Expected Result/Impact:** Improved student achievement by increasing learning time. Improved student achievement by providing "Gator Time" interventions/remediation. Improved literacy and numeracy skills for struggling students by providing focused, individualized, prescriptive practice in Tier 3 courses. **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211-Title IA, - IDEA B				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide support for an effective Co-Teach model utilizing a certified regular education teacher and a certified special education teacher who are assigned to the regular education classroom. The model will provide purposeful/targeted instruction using research-based instructional strategies and differentiated learning opportunities to ensure access to the standard curriculum. **Strategy's Expected Result/Impact:** Improve student performance on PSBM and EOC assessments by SpEd students. Reduce course failure rates. Increase student engagement and accessibility through differentiated and specially designed instruction. **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader Special Education Teachers Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - IDEA B, - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide a Tier III extended learning course for all incoming ninth grade students who have not demonstrated proficiency in Algebra 1 Readiness skills and the use of DESMOS calculators as demonstrated by their performance on the Grade 8 STAAR Mathematics test by scheduling students into the extended Algebra I (Independent Studies in Mathematics) concurrently while also scheduling students into the regular Algebra I class. Provide a Reading I-IV Tier III, targeted ELA instructional class for select students who continuously struggle with reading as evidenced by their STAAR Grade 8 Reading or their Interim assessment English I and/or English II score and/or by their performance in core classes. **Strategy's Expected Result/Impact:** Improve the academic performance of students who struggle in reading, writing, and/or mathematics. Improve EOC scores. Reduce failure rates Increase student engagement Increase high school graduation rates **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Lead Counselor Math/Language Arts Curriculum Specialist Math/ ELA Instructional Coaches Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Actively populate, utilize and interact with Data Templates to analyze previous student performance and to monitor student progress toward improved performance in the following areas: Algebra I, Biology, English I, English II, US History. Utilize the Data Protocol Tool from the Collaborative Teams website to analyze data by collaborative team on common formative assessments & exit tickets. Utilize team developed rubrics to analyze student written responses and calibrate instructional changes. Utilize Lead4Ward templates/reports to analyze data from CBAs to guide instruction. Utilize Cambium & Aware to analyze STAAR data. **Strategy's Expected Result/Impact:** Increase teacher knowledge and awareness of their students' previous academic achievement and timely monitoring of current year's performance to increase instructional agility. Plan more effective Tier 2 interventions by TEKS by student. **Staff Responsible for Monitoring:** Campus/Department Administrators Dean of Instruction Instructional Coaches Algebra I teachers Biology teachers English I teachers English II teachers US History teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - No Funding Required				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide all Special Education/504/RTI students access to Supplemental Aids, as needed, during classroom instruction and when taking summative/formative classroom assessments and standardized state tests. **Strategy's Expected Result/Impact:** Improve academic performance of special education/504/RTI students on all assessments including STAAR EOC. Assist in memory retrieval for students that exhibit a need in this area. **Staff Responsible for Monitoring:** Campus Administrators Instructional coaches All teachers Inclusion Support Teachers Dyslexia Specialist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - No Funding Required				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Following the Solution Tree PLC model, teachers will actively participate in weekly collaborative planning activities. The collaborative meetings will focus on the four tenets of an effective PLC: 1. What do we want students to learn and/or be able to do? 2. How will we access mastery? 3. What will we do for students who do not demonstrate mastery? 4. How will we extend the lesson for students who master? **Strategy's Expected Result/Impact:** Improve the quality of instruction in all classes. Improve the quality of lesson planning. Improve and expand the use of data to inform instruction. Foster a school climate of collaboration and excellence. Ensure learning for ALL **Staff Responsible for Monitoring:** Department chairperson Campus administrators Dean of Instruction Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Local Funding				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Teachers will effectively utilize collaborative team time to develop and evaluate scope and sequence documents, units of study, learning targets, and common assessments, resulting in a 5% increase in student achievement as measured by standardized assessments.

High Priority

Evaluation Data Sources: Curriculum documents, weekly CTT agendas, CFA data, data protocol template, and unit assessments and benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Require all PreAP/AP teachers to participate in Vertical Alignment activities.	Formative			Summative
Strategy's Expected Result/Impact: Align instruction for all PreAP/AP courses in grades 6-12.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Curriculum specialists PreAP/AP teachers Campus administrators **Funding Sources:** Professional development for PAP/AP teachers, Collaborative planning time for PAP/AP teachers - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Require all AP courses to utilize AP classrooms to improve student performance on AP exams.	Formative			Summative
Strategy's Expected Result/Impact: Improve AP Exam performance Improve masters grade level performance on STAAR EOC Improve college readiness	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Curriculum specialists Campus administrators AP teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Provide a comprehensive remediation and enrichment program for all AP testers through school pull-out and Saturday Blitz activities.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve AP exam performance Increase the number of qualifying scores on AP exams Improve college readiness Improve masters grade level performance on STAAR EOC **Staff Responsible for Monitoring:** Campus administration Department leader AP teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
Strategy 4: Offer additional PreAP/AP, Dual Credit and "Ramp UP" course offerings.	Formative			Summative
Strategy's Expected Result/Impact: Increase student enrollment in AP courses	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus administration PreAP/AP teachers Lead counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Resources for new courses i.e. textbooks - Local Funding				

Strategy 5 Details	Reviews			
Strategy 5: Analyze College Board student performance reports to identify and correct weaknesses in our AP instructional program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve AP exam performance Improve masters grade level performance on STAAR EOC Improve college readiness **Staff Responsible for Monitoring:** AP teachers Campus administrators Director of Secondary Education **Funding Sources:** - No Funding Required				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Analyze student performance reports with to familiarize students with AP level questions and testing practices. **Strategy's Expected Result/Impact:** Improve AP exam performance Improve masters grade level performance on STAAR EOC **Staff Responsible for Monitoring:** AP teachers Campus administrators Director of Secondary Education **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - No Funding Required				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: DHS teachers, administrators and counselors will attend conferences and professional development opportunities to improve student performance on the AP exams. Conferences/training include but are not limited to the following: College Board AP Conferences AVID Conference NMSI/LTF Institutes RICE University AP Institues U of H AP Institutes **Strategy's Expected Result/Impact:** Improvement in student achievement and performance on STAAR, AP, SAT/ ACT tests. **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Utilize the SAT prep course and Khan Academy to provide SAT prep course. **Strategy's Expected Result/Impact:** Improvement in SAT scores **Staff Responsible for Monitoring:** SAT course teacher Dean of Instruction **TEA Priorities:** Connect high school to career and college				

 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 3: Ensure all students grow by 1 year in RLA & Math, by providing intervention and extension.

High Priority

Evaluation Data Sources: Flex data, data tracking charts, one on one data meetings, unit assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the Data Protocol to analysis student data after each assessment and provide enrichment or intervention during Gator Time four days a week. **Strategy's Expected Result/Impact:** Increased just in time intervention Planned TEK based intervention around essential standards Increased enrichment for students meeting or exceeding expectations **Staff Responsible for Monitoring:** EOC team leads Campus Principal Dean of Instruction Instructional Coaches **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

 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 percentage of students achieving Meets and Masters levels on STAAR EOC exams across all subjects by 5%. This will be accomplished through the implementation of rigorous instruction and the integration of student self-data tracking practices, with 90% of students regularly monitoring their progress and setting goals, leading to improved academic outcomes and higher performance on state assessments.

Evaluation Data Sources: Student self-data tracking, CBA data, Unit Assessments, Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement student self-tracking data charts in all EOC courses. **Strategy's Expected Result/Impact:** Increase rigor instruction Implementation of student self-data tracking practices, Monitor student progress and setting goals **Staff Responsible for Monitoring:** EOC team leads Campus Administration Instructional Coaches				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 5: Special education services and support will be provided to 100% of students with disabilities as outlined in their Individualized Education Programs (IEPs), ensuring that these students make progress toward their academic and developmental goals by the end of the school year.

Evaluation Data Sources: Progress monitoring, IS support accountability and observations, EOC scores, EOC growth, and

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Case managers will analyze their case load students to ensure students are making academic progress outlined in their IEP through progress monitoring and SDI preparation. **Strategy's Expected Result/Impact:** Improved accountability for student success Improve progress monitoring Accountability for IEP implementation **Staff Responsible for Monitoring:** Campus Administration CCFs Special education department chair				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers of Record and Co-teachers for IS classes will work together to provide differentiated instruction and specially designed instruction through pulling small groups in class and Gator Time. **Strategy's Expected Result/Impact:** Improved accountability for student growth Improved STAAR, CBA, and Common Assessment scores **Staff Responsible for Monitoring:** Teachers Inclusion support teachers IS instructional coach **ESF Levers:** Lever 5: Effective Instruction				

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 6: Implement a comprehensive tracking system for College, Career, and Military Readiness (CCMR) to ensure all students are prepared for college, career, or the adult world upon graduation.

HB3 Goal

Evaluation Data Sources: CCMR tracking sheet
CCMR state report
CTE certifications
AP scores
TSI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Counselors will track student data by cohort to record when and by which means a student earns their CCMR indicator. **Strategy's Expected Result/Impact:** Better data on CCM readiness will allow for more targeted instructional moves. **Staff Responsible for Monitoring:** Counselors APs College and Career Coordinator other admin as needed **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training on CCMR for all administrators and counselors on the campus. **Strategy's Expected Result/Impact:** Improved knowledge around the CCMR indicators, earning CCMR, and CCMR's role in our accountability system **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 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 7: Build on existing college readiness programs like Dual Credit, AVID, CTE classes, Honors/AP classes, and the College and Career center by exploring new strategies to broaden their impact.

HB3 Goal

Evaluation Data Sources: Dual Credit
AP scores
AVID yearly report
CTE Center creation and new course offering

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Focus on increasing the CTSO & skills competitions for CTE courses and educating the students on the benefits of these competitions. **Strategy's Expected Result/Impact:** More student activity in CTE courses and competitions Higher placings at skills competitions **Staff Responsible for Monitoring:** CTE AP CTE department heads CTE director **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create and provide brochures for AP, Dual Credit, and On Ramps courses. **Strategy's Expected Result/Impact:** Increased awareness of available ways to earn college credit at DHS **Staff Responsible for Monitoring:** Counselors College and Career Specialist Advanced Academic Coordinator **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 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 8: Evaluate CCMR data to determine next steps to improve CCMR results

HB3 Goal

Evaluation Data Sources: Meet specific criteria on assessments of college readiness - SAT, ACT, or TSIA2
Earn credit for the Math/English College Prep courses offered to seniors on each high school campus
Earn 3 hours of Dual Credit in Math or English
Earn 9 hours of Dual Credit in any subject other than Math or English
Earn a 3 or higher on an Advanced Placement (AP) exam in any subject area in grades 9-12
Earn an Associate's Degree while in high school
Complete an aligned sequence of CTE coursework and earn the culminating Industry-Based Certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use On Data to continually update the Counselor's CCMR tracker and make campus wide decisions on course registration, testing offered, and Gator Time offerings based on this data. **Strategy's Expected Result/Impact:** Increase in the students earning CCMR indicator. **Staff Responsible for Monitoring:** Principal Dean of Instruction Counselors College and career specialists CTE director CTE teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1:
Dickinson High School will enhance the safety and inclusivity of the campus by providing 100% of students and staff with District-directed instruction on topics related to safe and inclusive environments.

Evaluation Data Sources: Weekly Navigator lessons and small group intervention with counselors during Gator Time

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide on-going mental health and emotional well-being support utilizing our Communities in Schools Liaisons, BACODA, our DHS school counselors, our DISD school psychologists and social workers, and our DHS family counselors to at-risk and academically struggling students so that regular school attendance reaches 95%. **Strategy's Expected Result/Impact:** Improve emotional well being Improve school attendance **Staff Responsible for Monitoring:** Asst principals Dean of Instruction Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor/analyze attendance and tardy data on a daily basis to identify at-risk behaviors and developing patterns. **Strategy's Expected Result/Impact:** Reduce tardies Reduce absences Increase learning time **Staff Responsible for Monitoring:** Grade level assistant principals Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: Enhance the PBIS focus on campus designed to promote a positive school climate, fostering a safe environment and reducing the dropout rate by 5%.

Evaluation Data Sources: PBIS marketing, Usage of Gator Bucks, Teacher classroom rewards, Campus Wide Acknowledgment, Principal Recognition

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement school wide Red Ribbon Campaign to promote drug-free education & advocacy with students, families the communities to nurture the full potential of healthy, drug free youth. **Strategy's Expected Result/Impact:** Reduced DAEP placements Increased Red Ribbon Awareness and presence on campus Teacher/student survey Decreased ISS/OSS placements Decreased DALC placements Decreased dropout rate **Staff Responsible for Monitoring:** Campus administration Communities in Schools Liaisons **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide information and access to required training and support interventions for staff that focus on prevention of suicide, identification of child abuse and maltreatment. **Strategy's Expected Result/Impact:** Documented required trainings provided for faculty/staff of DHS **Staff Responsible for Monitoring:** Campus administrators Counselors **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide student leadership opportunities through class officer elections, membership on Student Council, and membership clubs and student groups on campus **Strategy's Expected Result/Impact:** Improve student engagement Provide leadership training and experience Increase student participation in community service projects **Staff Responsible for Monitoring:** Campus administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Extend our PBIS initiative on campus by increasing signage, verbal expectations and student incentives through Gator Bucks **Strategy's Expected Result/Impact:** Increase the visibility of Gator Best signage across campus Verbalize student expectations every mornings Provide incentives to promote students being their Gator Best **Staff Responsible for Monitoring:** Campus Administration PBIS committee				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: Weekly Navigator lessons will focus on DHS campus activities and clubs, mental health support, Black History Month, Women's History, financial literacy, and college and career options. The goal is to increase student attendance from 93% to 95% and enhance overall student satisfaction with the school climate, as measured by end-of-year surveys.

Evaluation Data Sources: Daily Attendance rate, personal phones home tracking in Skyward, survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide on-going mental health and emotional well-being support for students identified as at risk of self-harm and/or suicide. Campus personnel will utilize the district suicide prevention protocol to make timely referrals to school counselors when warning signals and/or indicators are demonstrated by students. **Strategy's Expected Result/Impact:** Improve mental health and emotional well-being of students Improve school attendance Improve academic performance Improve school climate Improve high school graduation rate **Staff Responsible for Monitoring:** Administration Communities in Schools Liaisons **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Promote a college-going atmosphere on campus through AVID program and school wide implementation. **Strategy's Expected Result/Impact:** AVID program evaluation AVID program certification Campus climate survey (teachers/students) **Staff Responsible for Monitoring:** Campus administration AVID Administration/Coordinator **Funding Sources:** - 211-Title IA - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Following the David's Law protocol and with the support of tech screening tools (P3, halos, e-hall pass, monitored security cameras and Gaggle), we will focus on bullying education, awareness and prevention. In addition, these tech tools along with campus security monitor student behavior, prevent drug usage and create a safe environment. **Strategy's Expected Result/Impact:** Improved school climate Reduction in reported bullying incidents Increased awareness of bullying protocols and procedures **Staff Responsible for Monitoring:** Campus administrators District technology Counselors Teachers Security Monitors **Funding Sources:** - Local Funding				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 1: Increase parent participation in informational meetings by 10% compared to the previous year. This will be achieved through targeted outreach and engagement strategies, ensuring that more parents are actively involved in their child's educational experience.

High Priority

Evaluation Data Sources: Open House attendance, Parent University attendance, Spring evening College and Career Fair, EB Parent Night

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase use of School Messenger, Remind 101, Facebook, and other social media platforms to create personalize emails and phone calls/texts to parents about important events. **Strategy's Expected Result/Impact:** Improve parent/student communication Improve parent participation Improve school culture/climate **Staff Responsible for Monitoring:** Campus administration Counselors **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will make available an English and Spanish version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. **Strategy's Expected Result/Impact:** Increase in Parent Engagement Communication **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recruit parent and community members to be serve on the Campus Improvement Committee. **Strategy's Expected Result/Impact:** Improve parent communication Increase parent involvement & engagement Improve school culture/climate **Staff Responsible for Monitoring:** Campus admin **Funding Sources:** - No Funding Required				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Dickinson High School will provide parents and community members with student achievement, attendance, and discipline data during monthly Parent Engagement Newsletter, Facebook, and the DHS website. **Strategy's Expected Result/Impact:** Improve parent communication Increase parent involvement & engagement Improve school culture/climate **Staff Responsible for Monitoring:** Campus principal **Funding Sources:** - No Funding Required				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Work with Dickinson Junior High, McAdams and Kranz JHS to promote student transition activities for incoming ninth grade students and parents. **Strategy's Expected Result/Impact:** Improve transition experience for incoming ninth graders Improve parent communication Build trust/confidence with parents new to DHS **Staff Responsible for Monitoring:** Campus admin **Funding Sources:** - No Funding Required				

No Progress

Accomplished

Continue/Modify

Discontinue

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 with weekly updates throughout the school year, ensuring that parents have timely and easy access to important information and resources related to school activities and their child's education.

Evaluation Data Sources: Yearbook advisor daily expectation, website audit

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Designate personnel to manage the campus website and the DHS Facebook page. **Strategy's Expected Result/Impact:** Improve quality of the DHS web page and DHS Facebook page Increase parent/community involvement Increase Twitter traffic for communication purposes Improve school culture/climate **Staff Responsible for Monitoring:** Campus principal DISD Director of Communications Journalism/broadcast teachers College Career Center staff **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 3: Increase parent awareness and usage Skyward systems for accessing student data (grades, transcripts, schedules, attendance, etc.) by providing detailed information during the September and January Parent University (Open House) nights and through monthly Newsletters with a goal of 80% of parents utilizing these tools by the end of the school year.

Evaluation Data Sources: Host training for parents, monthly newsletter, skyward data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide parent access portals on campus. Provide parents with access to information in their home language. Progress Reports and 9 Week Report cards are regularly made available to parents in Skyward. **Strategy's Expected Result/Impact:** Increase parent access to student performance data Improve communication Improve school culture/climate **Staff Responsible for Monitoring:** Campus principal DHS librarians Director of Technology **Funding Sources:** - No Funding Required				

No Progress Accomplished Continue/Modify Discontinue

Goal 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: Implement a strong Mentor Program with Instructional Coaches, including professional development, classroom observations, and regular meetings. Ensure 100% participation from new teachers and mentors, with monthly district and campus meetings, and demonstrate improved teacher effectiveness and satisfaction through feedback surveys.

Evaluation Data Sources: Individual coaching plan by mentors and IC, monthly lunch and learn PD, District FYT program, monthly new teacher support meetings, T-TESS

Strategy 1 Details	Reviews			
Strategy 1: Utilize interviewing questions to ensure all standards for evaluation are measured through the interview process.	Formative			Summative
Strategy's Expected Result/Impact: Standardization of hiring process Hire highly-qualified applicants **Staff Responsible for Monitoring:** Campus administrators Department chairpersons Interview teams **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models - No Funding Required	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Provide teachers and staff with regular input opportunities through representation on key committees (Campus Improvement, District Improvement, PLC Guiding Coalition, and PBIS) and foster leadership roles across the campus (administrator, department chair, team leads). Aim for at least 90% of teachers and staff to be actively involved, promoting a collaborative and inclusive decision-making environment.

Evaluation Data Sources: Monthly committee meetings, extra-curricular program data, break-out sessions, Teachers in the Bleachers

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 experienced colleague to each teacher who is new to the district/campus, provide structured feedback, & facilitate monthly meetings for new teachers during Lunch & Learns with Dean of Instruction. **Strategy's Expected Result/Impact:** Improve campus support for new teachers Improve new teacher performance Improve teacher retention rate Improve school culture **Staff Responsible for Monitoring:** Campus administration Dean of Instruction **Funding Sources:** Articulated Mentor/Buddy Responsibilities - Local Funding				

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. This will include instructional coach weekly shout outs, Collective Commitment Recognition, and Social Media recognitions. **Strategy's Expected Result/Impact:** Increase teacher recognition Improve teacher retention rate Improve school culture **Staff Responsible for Monitoring:** Campus principal Instructional Coaches Dean of Instruction **Funding Sources:** - No Funding Required				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Implement a monthly after-school professional development program with self-selected breakout sessions based on teacher survey data. Aim for 85% teacher participation, with success measured by 90% satisfaction and improved teaching effectiveness as reported in follow-up surveys and observations.

Evaluation Data Sources: Monthly self-selected PD participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Encourage participation and provide funding for teachers and staff to attend rigorous, relevant and timely Professional Development opportunities through careful communication and ensure all understand the process for registration. Provide professional development opportunities for all teachers and support staff in research-based strategies for effectively working with ALL students including but not limited to those who are identified as Special Ed 504 At-Risk Gifted Emergent Bilingual **Strategy's Expected Result/Impact:** Improve instruction Improve teacher self-efficacy Improve school culture **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA				

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. **Strategy's Expected Result/Impact:** Improve instruction Improve teacher self-efficacy Improve school culture **Staff Responsible for Monitoring:** Principal Dean of Instruction Campus Administrators Curriculum Specialists AVID Site Team PLC Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Printed Materials/Handouts, Electronic Resources, Planning time for PD Teams - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide on-going professional learning opportunities for paraprofessional staff. **Strategy's Expected Result/Impact:** Improve clerical efficiency Improve school culture Improve service to parents, students, and teachers **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA				

 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: Integrate technology into every course to support personalized and differentiated learning.

Evaluation Data Sources: Computer carts in every classroom by the end of the first semester, new teacher laptops, and campus survey

Strategy 1 Details	Reviews			
Strategy 1: Monitor and maintain system for submitting facility and technology work orders for clarity and efficiency of the process.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Timely submission/completion of work orders Improve communication Reduce duplicate work orders **Staff Responsible for Monitoring:** Campus administrators O & F Department DISD Tech dept Teachers/staff **Funding Sources:** Work order forms - No Funding Required				

Strategy 2 Details	Reviews			
Strategy 2: Ensure each classroom has a classroom set of chrome books or laptops	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased technology access in all courses. Increase online learning opportunities and online resource assess in classrooms **Staff Responsible for Monitoring:** Campus Administration Technology support				

 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: Ensure 100% transparency in the development and management of the DHS budget by providing all DHS stakeholders with regular updates through department head meetings.

Evaluation Data Sources: Department head review, CIP budget analysis, and teacher survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Campus Improvement Committee input to direct budget appropriations and spending; make budget reports a regular agenda item. **Strategy's Expected Result/Impact:** Efficient utilization of allocated resources Improve communication Improve transparency Improve classroom instruction Improve/expand teacher training opportunities **Staff Responsible for Monitoring:** Campus principal Assistant principals CIC Members Bookkeeper **Funding Sources:** Budget data, CIC meeting minutes - No Funding Required				

 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: Through the collaborative efforts of campus personnel, custodial staff, and district operations and facilities teams, ensure that the condition of the Dickinson High School campus is consistently maintained at a high standard. This objective will involve regular inspections and maintenance routines to address any issues promptly, coordination of cleaning schedules, and proactive facility management. Additionally, feedback from students, staff, and community members on campus conditions will be collected and reviewed quarterly to identify and address any areas for improvement.

High Priority

Evaluation Data Sources: Regular inspections and maintenance routines to address any issues promptly, coordination of cleaning schedules, and proactive facility management. Additionally, feedback from students, staff, and community members on campus conditions will be collected and reviewed quarterly to identify and address any areas for improvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Regularly monitoring the maintenance of Dickinson High School facilities to ensure the campus is well maintained and safe for students and staff. Request feedback from students and staff on campus conditions **Strategy's Expected Result/Impact:** Increase facility maintenance Conduct regular walkthroughs to ensure building is properly maintained. Enter work orders as needed **Staff Responsible for Monitoring:** Campus Administration Lead Custodian				

 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

Name	Position	FTE
Guidry, T.	Instructional Support	0.33
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

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	2	Intervention Materials, High Quality Learning Resources		$0.00
1	1	3			$0.00
2	3	2			$500.00
				Sub-Total	$500.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	1			$0.00
4	3	3			$0.00
				Sub-Total	$0.00

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

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	8			$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	Resources for new courses i.e. textbooks		$0.00
1	2	7			$0.00
1	3	1			$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
2	2	2			$0.00
2	3	1			$0.00
2	3	3			$0.00
3	1	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
				Sub-Total	$0.00

IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
				Sub-Total	$0.00

No Funding Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
1	1	7			$0.00
1	2	5			$0.00
1	2	6			$0.00
3	1	1			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	2	1			$0.00
3	3	1			$0.00
4	1	1	TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models		$0.00
4	2	2			$0.00
5	1	1	Work order forms		$0.00
5	2	1	Budget data, CIC meeting minutes		$0.00

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

Addendums

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**

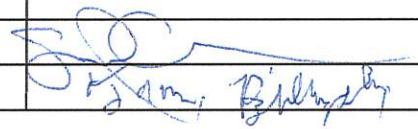
2021-2022 Campus Site-Based Committee

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	

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

McAdams Junior High

2024-2025 Campus Improvement Plan

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%

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%

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%

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%

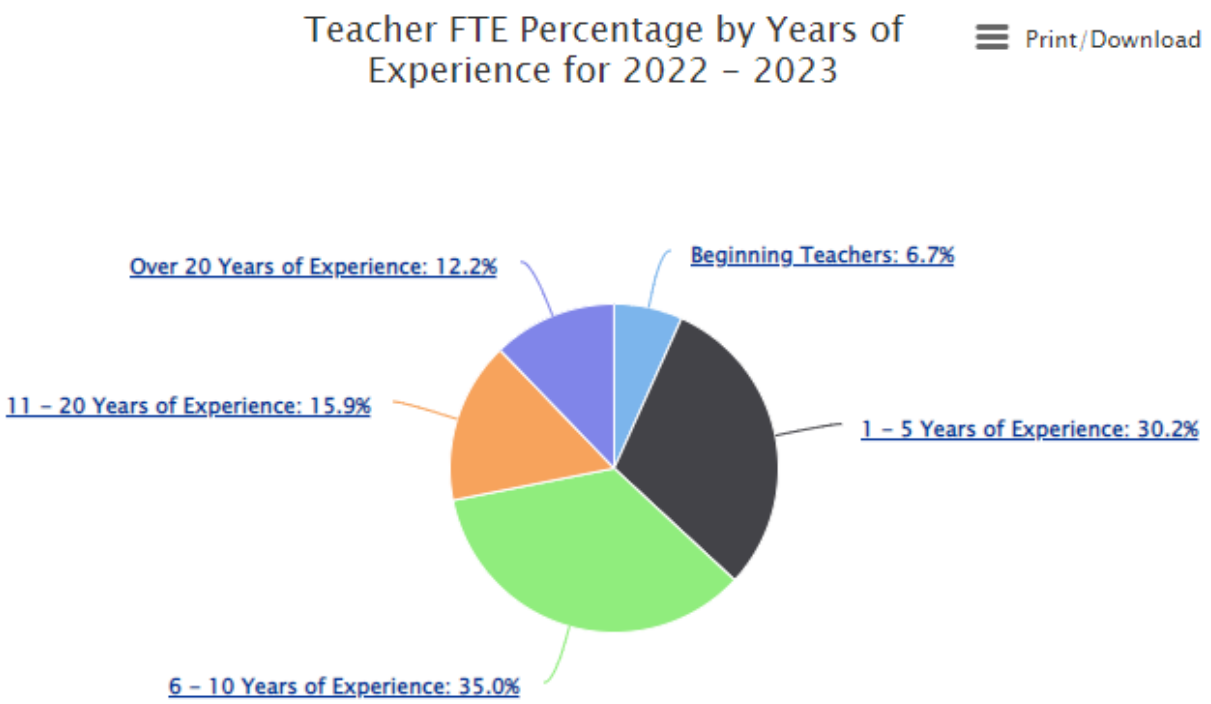
Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 09/29/2022)

	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%



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

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%

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%

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

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

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

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

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

-
    - 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

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

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

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

Revised/Approved: July 31, 2024

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. **Strategy's Expected Result/Impact:** Purchase orders of supplies/ materials provided. Continued student improvement on local CBAs and state assessments. **Staff Responsible for Monitoring:** Academic Coaches Teachers Administrators - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - Local Funding, - IDEA, - 263-Title IIIA				

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. **Strategy's Expected Result/Impact:** Improved STAAR scores. Increased student engagement as measured by walkthrough observations. Continued student improvement on local CBAs and state assessments. **Staff Responsible for Monitoring:** Administrators Teachers Academic Coaches - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 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. **Strategy's Expected Result/Impact:** Data Tracking Sheets will show student progress over time; Data conferences with interventionists and teachers will verify that students understand their performance and are setting and achieving instructional goals. **Staff Responsible for Monitoring:** Interventionists and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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. **Strategy's Expected Result/Impact:** Walk-through observations by administrators will document instruction aligned to the TEKS and effective instructional delivery. CFA and interim data will show student growth over time. Improved student performance for all student groups on interim and STAAR. **Staff Responsible for Monitoring:** Instructional Coaches, Interventionists and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

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. **Strategy's Expected Result/Impact:** Academic Interventionists' schedules, lesson plans, walk-through feedback will document implementation and as a result, student performance will increase on assessments. **Staff Responsible for Monitoring:** Administrators and Interventionists **ESF Levers:** Lever 5: Effective Instruction **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. **Strategy's Expected Result/Impact:** Documentation of interventions provided to students. Students will meet standard after required intervention. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199-SCE, - Local Funding				

 No Progress Accomplished Continue/Modify Discontinue

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. **Strategy's Expected Result/Impact:** Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in EB student scores on classroom assessments.. **Staff Responsible for Monitoring:** Instructional Coaches, RLA Interventionist & Administrators **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. **Strategy's Expected Result/Impact:** Word walls and other vocabulary strategies evidenced in walkthroughs and observations will increase students' use of academic vocabulary. **ESF Levers:** Lever 5: Effective Instruction **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 **Strategy's Expected Result/Impact:** Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to EBs on STAAR reading, math, social studies and science. **Staff Responsible for Monitoring:** Campus administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam. **Strategy's Expected Result/Impact:** Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funding				

 No Progress Accomplished Continue/Modify Discontinue

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. **Strategy's Expected Result/Impact:** Special Education assessment scores (CBA, STAAR) will improve. **Staff Responsible for Monitoring:** SPED Administrator and department chair, case managers **Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will collaborate during planning to ensure specially designed instruction addresses all student IEPs. **Strategy's Expected Result/Impact:** IEP entitled students will receive required supports/services and master all essential standards **Staff Responsible for Monitoring:** Administrators and case managers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

 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 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 at various intervals (monthly, 9 weeks, Semester) **Strategy's Expected Result/Impact:** Records of students/staff who met the goal, lists of incentives and rewards will result in motivation for students to be at school. **Staff Responsible for Monitoring:** Assistant Principal				

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. **Strategy's Expected Result/Impact:** Attendance and discipline records, transportation logs. Increasing student attendance at home campus will result in improved academic performance. **Staff Responsible for Monitoring:** Counselors, CIS, District Social Worker **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: MJHS staff 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 **ESF Levers:** Lever 3: Positive School Culture				

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 2: The days of lost instruction due to discipline placements will be reduced by 15% from the prior 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. **Strategy's Expected Result/Impact:** Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups. **Strategy's Expected Result/Impact:** Skyward ISS/OSS data collected every 3 months. RDA improvement on ISS/OSS placement of Special Education students. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus will implement a tiered discipline system including school-wide systems, proactive measures and intervention strategies that occur prior to an office referral. **Strategy's Expected Result/Impact:** Skyward documentation will reflect implementation of the process; behavioral supports will be effective and students' instructional time will increase. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Coaches **ESF Levers:** 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. **Strategy's Expected Result/Impact:** Staff, parent and student survey responses will be collected annually; surveys will reflect positive perceptions of school culture. **Staff Responsible for Monitoring:** Principal and Committee Chairpersons. **ESF Levers:** Lever 3: Positive School Culture				

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 3: All of MJHS students will receive 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 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. **Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will participate in Red Ribbon Week. **Strategy's Expected Result/Impact:** Schedule of events. Survey of students. The result will be an increased awareness of the importance of being drug free. **Staff Responsible for Monitoring:** Counselors				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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. **Strategy's Expected Result/Impact:** PE lesson plans and documented walk-throughs, observations will demonstrate integration of health into planned activities. **Staff Responsible for Monitoring:** Campus Administrators				

 No Progress Accomplished Continue/Modify Discontinue

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 during the year.

Evaluation Data Sources: Review of teachers' Schoology pages and Skyward communication logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communication with parents and students will be consistently documented in Schoology and/or Skyward. **Strategy's Expected Result/Impact:** Up-to-date teacher Schoology accounts and use of the Teacher Log in Skyward will facilitate campus-home communication. **Staff Responsible for Monitoring:** Technology Liason **Funding Sources:** - Local Funding				

 No Progress Accomplished Continue/Modify Discontinue

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: 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. **Strategy's Expected Result/Impact:** Documentation of fliers and attendance at parent meetings for transition will be reflected in positive parent and student perceptions in survey data. **Staff Responsible for Monitoring:** Administrators, Parental Involvement Committee chairperson **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To support campus literacy, MJHS will plan events for students and parents such as book fairs, field trips, author visits, and literacy nights. **Strategy's Expected Result/Impact:** Documentation of sign-in sheets of parents and students attending will increase communication and relationship between home and school. **Staff Responsible for Monitoring:** ELA Interventionist, Instructional Coaches and Librarian **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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. **Strategy's Expected Result/Impact:** Documentation of sign-in sheets for attendance will result in increased attendance and performance. **Staff Responsible for Monitoring:** Parental Involvement Committee chairperson, Interventionists and Instructional Coaches **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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. **Strategy's Expected Result/Impact:** Documentation of students receiving additional counseling, instructional materials, drop-out/attendance meetings with parents and students will increase attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principals and counselors **Funding Sources:** - 199-SCE				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: MJHS staff will receive resources/training on how to effectively communicate with parents to ensure quality education for every student. **Strategy's Expected Result/Impact:** Sign-in sheets of trainings for teachers. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. EOY parent and teacher surveys indicating improved communication. **Staff Responsible for Monitoring:** Principal				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Campus provides interpreters for 2nd language families at ARDs,LPAC meetings and at campus programs or meetings. **Strategy's Expected Result/Impact:** Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning.				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Campus will encourage and actively recruit parents, business and community members to participate on the PTO, campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation. **Strategy's Expected Result/Impact:** Meeting sign-in sheets at activities. Increased volunteers for MJHS actively engaged in improving MJHS academic goals.				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: MJHS will provide opportunities to engage with parents and our community and encourage parental involvement and attendance at events/activities seeking to inform and support parents on a variety of topics such as Bullying Prevention, Drug Awareness, Online Resources, Community Mental Health Resources, Cyber Safety, STAAR and to receive input on the Parental Involvement Policy and Compact for Learning.				

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 1: All first year teachers, new to the profession, will be assigned a mentor and supported at the campus and district level.

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. **Strategy's Expected Result/Impact:** Retention rate of new staff **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. **Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. **Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				

 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 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. **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: Following each survey, the data collected and reviewed and action plan will be created and presented to faculty. **Strategy's Expected Result/Impact:** Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The PBIS committee in coordination with the Principal will develop campus-wide routines and procedures, and the committee will provide on-going training on these procedures as well as classroom management to all teachers. **Strategy's Expected Result/Impact:** Campus-wide routines and procedures will be developed, put into writing, and practiced so that there are clear expectations for both adults and students in all common areas. Expectations surrounding student management will be developed, put into writing, and practices so that there are clear expectations for both adults and students regarding behavior, correction, and interactions. The result will be a positive culture and climate reflected in survey data. **Staff Responsible for Monitoring:** Principal & PBIS Committee chairpersons **ESF Levers:** 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. **Strategy's Expected Result/Impact:** Teachers will be supported and will become more effective as a result of the training and coaching. Teacher retention will be high. Support and satisfaction will be reflected in survey data. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 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 3: All MJHS teachers will participate in a minimum of three researched-based professional development classes (18 hours exchange hours) to meet the district requirement. Focus areas may include :the PLC process, reading, math, science, social studies, EB strategies, 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: Teachers will submit their plans for summer PD to the campus Principal for review and approval prior to leaving for the summer. New employees to the district will be provided training in August to earn their exchange time. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. **Staff Responsible for Monitoring:** Principal & Ed Services Department for Summer PD **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - IDEA B, - Local Funding, - Outside Agency				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administrators and campus leaders will attend current, research-based professional development in order to provide effective instructional leadership at the campus. **Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Selected MJHS staff will attend AVID Summer Institute in order to maintain a site team and effectively implement the AVID elective class. **Strategy's Expected Result/Impact:** Effective AVID strategies will be used campus-wide which will result in increased college awareness, the growth of a college-going culture, increased student participation in the AVID elective, and increased academic performance by all students. **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Acquire books and supplies for teachers, administrators, and staff to support campus and district initiatives. **Strategy's Expected Result/Impact:** Our professional growth will positively impact campus culture and student achievement.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Professional Learning Communities and Response to Intervention training will be attended by selected staff to support the campus mission of ALL students learning at high levels. **Strategy's Expected Result/Impact:** Students' academic performance will increase **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - Local Funding				

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.

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.				

 No Progress Accomplished Continue/Modify Discontinue

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 classrooms 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 use technology resources in order to engage in academic learning. **Strategy's Expected Result/Impact:** Evidence of computer application usage in lesson plans, walkthroughs and observations. **Staff Responsible for Monitoring:** Instructional coaches and department chairs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus staff and technology integration specialist will provide technology training for teachers. **Strategy's Expected Result/Impact:** Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. **Staff Responsible for Monitoring:** 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

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	2			$0.00
3	2	4			$0.00
4	3	1			$0.00
4	3	5			$0.00
				Sub-Total	$0.00

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	5			$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	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$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

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

II. INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal setting/Monitoring And Rigor For All*								
GOAL	**C. Implement WICOR strategies in all classrooms school wide.**							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Teachers will have WICOR posters advertised in both virtual and physical classrooms.							
	2) Teachers will require students to complete a weekly WICOR tracker to reflect and retain the week's instruction.							
	3) Teachers will provide a print-rich environment (exemplars, strategic word walls, learning activity guidelines, content based posters, etc.)							

Progress Measures: (○) Not Started; (◪) In Progress; (◕) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

III. SYSTEMS *Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.*								
GOAL	**A. Develop and Implement a comprehensive recruiting and retention plan to include AVID Tutors, AVID Students, AVID Elective Teachers and AVID Site Team Members.**							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) AVID tutors are recruited, interviewed, and attended training for retention of highly qualified personnel.							
	2) AVID tutors work with AVID teachers to develop and reflect on the tutoring process to meet the needs of AVID students.							
	3) AVID students are recruited and interviewed for acceptance into the AVID program**.**							
	4) MJHS will nominnette core teachers, elective teachers, and administration to serve as the AVID site team to implement AVID strategies school-wide.							

Progress Measures: (○) Not Started; (◪) In Progress; (◪) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

II. SYSTEMS *Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.*								
GOAL	**B. The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan campus wide.. I.e WICOR, Binders, AVID monthly checklist**							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) The AVID site team will meet on the last Monday of each month to evaluate, discuss, and collaborate on the monthly checklist.							
	2) AVID site team members will model, discuss, and upload WICOR strategies as examples.							
	3) AVID site team will establish yearly goals for campus wide implementation.							

Progress Measures: (○) Not Started; (◪) In Progress; (◕) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

IV. SYSTEMS *Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.*								
GOAL	C. **Develop and Implement a strategic plan using school data for the ongoing provision of AVID-Specific Professional Development in collaboration with the AVID Site Team.**							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) AVID site team will use AVID Google library to provide professional development of WICOR strategies.							
	2) AVID site team members will participate in AVID summer institute in efforts of implementation at AVID strategies at their home campus.							
	3) AVID site team members will serve as an ambassador in their PLC (Professional Learning Communities)and collect examples for CCI artifacts.							

Progress Measures: (○) Not Started; (◪) In Progress; (◪) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

V. SYSTEMS *Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.*								
GOAL	**D. Campus will implement an AVID excel program to establish strategies to help strengthen language comprehension, and close achievement gaps in English as a second language population.**							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Use of academic language scripts daily for language acquisition.							
	2) Use AVID excel digital planning guide to create lessons.							

Progress Measures: (○) Not Started; (◪) In Progress; (◪) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

VI. LEADERSHIP *Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.*								
GOAL	**A. Develop carefully aligned and integrated strategic plans for AVID Site Team, Campus Improvement, District Improvement and AVID District Site Team.**							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) The AVID Site Team will meet once a month to collaborate on, evaluate, and discuss implementation of the site plan. i.e. WICOR, Binders, etc.							
	2) A member of the AVID Site team will serve on Campus Improvement site team.							
	3) Gator Way advisory will be used to systematically push out WICOR/ AVID Strategies campus wide.							

Progress Measures: (○) Not Started; (◪) In Progress; (◪) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

III. LEADERSHIP *Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.*								
GOAL	**B. Plan for comprehensive monitoring to ensure implementation of AVID district and campus plans with quarterly progress check-points with all stakeholders.**							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) The AVID site team will utilize CCI to measure and plan.							
	2) The AVID site team will use the 2020-2021strategic plan to monitor implementation quarterly.							

Progress Measures: (○) Not Started; (◪) In Progress; (◪) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

CULTURE *Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment*								
GOAL	A. Develop and implement campus-wide expectations for rigor within all lessons school wide using best practices and collaborative team planning.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Teacher will document use WICOR strategies via lesson plans							
	2) AVID strategies will be discussed in team/ content planning communities.							

Progress Measures: (○) Not Started; (◔) In Progress; (◕) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

CULTURE *Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment*								
GOAL	B. Campus wide incentive to wear college/and or Military shirts every Monday to promote college and career.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Teachers will promote college/career incentives for staff and students.							
	2) Campus will support College Readiness environment by displaying college and career in the hallways or bulletin boards.							

Progress Measures: (○) Not Started; (◔) In Progress; (◕) Good Progress; (☑) Completed

AVID School-wide College Readiness Plan

District: Dickinson ISD **Campus: MJHS** **Date: 2020-21**

CULTURE *Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment*								
GOAL	C. Teachers will display their college both virtually and in the classroom to promote college and career.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Teachers will display college memorabilia (i.e banners, pennants, posters)							
	2) Teachers will have a college poster promoting their colleges of record.							
	3)							
	4)							
	5)							
	6)							

Progress Measures: (○) Not Started; (◔) In Progress; (◕) Good Progress; (☑) Completed

Dickinson Independent School District

Eugene Kranz Junior High

2024-2025 Campus Improvement Plan

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.

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.

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 sixth school year in 2023-2024. This year marks the first year that Kranz has served 6th grade students. Kranz serves families from diverse backgrounds, including many from middle and low income homes. Approximately 74% of the students who attend Kranz are economically disadvantaged, increasing from 67% the year prior. Kranz currently has an enrollment of 993 students between all three grade levels, which is higher than last year's enrollment of 980 students.

Student populations:

School Population (2023 - 2024 Fall PEIMS file loaded 04/09/2024)	Count	Percent
Student Total	**993**	**100%**
6th Grade	291	29.31%
7th Grade	301	30.31%
8th Grade	401	40.38%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 04/09/2024)	Count	Percent
Gender		
Female	481	48.44%
Male	512	51.56%
Ethnicity		
Hispanic-Latino	574	57.80%
Race		
American Indian - Alaskan Native	2	0.20%
Asian	14	1.41%
Black - African American	80	8.06%
Native Hawaiian - Pacific Islander	1	0.10%
White	293	29.51%
Two-or-More	29	2.92%

The demographic composition of Kranz Junior High reflects its rich diversity, with 57% of students identifying as Hispanic, followed by 30% as White, 8% as Black/ African American, and 5% identifying as other cultural backgrounds.

Student Programs (2023 - 2024 Fall PEIMS file loaded 04/09/2024)	Count	Percent
Dyslexia	83	8.36%
Gifted and Talented	128	12.89%
Regional Day School Program for the Deaf	1	0.10%
Section 504	73	7.35%
Special Education (SPED)	153	15.41%
Bilingual/ESL		
Emergent Bilingual (EB)	280	28.20%
Bilingual	0	0.00%
English as a Second Language (ESL)	258	25.98%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	5	0.50%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 04/09/2024)	Count	Percent
At-Risk	503	50.65%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	4	0.40%
Intervention Indicator	125	12.59%
Migrant	0	0.00%
Military Connected	35	3.52%
Transfer In Students	18	1.8127%
Unschooled Asylee/Refugee	1	0.1007%
Economic Disadvantage		
Economic Disadvantage Total	739	74.42%
Free Meals	675	67.98%
Reduced-Price Meals	62	6.24%
Other Economic Disadvantage	2	0.20%
Homeless and Unaccompanied Youth		
Homeless Status Total	18	1.81%
Shelter	3	0.30%
Doubled Up	14	1.41%
Unsheltered	0	0.00%

Hotel/Motel	1	0.10%
Not Unaccompanied Youth	18	1.81%
Is Unaccompanied Youth	0	0.00%

Kranz Junior High School serves 280 Emergent Bilingual students (28.2%). 503 students are identified as at-risk of not graduating (50.65%). 128 students are in the Gifted and Talented program (12.89%). 73 students are identified for 504 services (7.35%) and 153 students are served through special education services (15.41%).

Staff Population:

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	105.6	100.0%	100.0%	100.0%
Professional Staff:	88.2	83.5%	62.9%	64.1%
Teachers	78.0	73.9%	48.5%	48.7%
Professional Support	6.7	6.3%	10.9%	10.9%
Campus Administration (School Leadership)	3.5	3.3%	2.5%	3.3%
Educational Aides:	17.4	16.5%	14.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	33.8	32.0%	43.3%	53.2%
Teachers by Ethnicity:				
African American	6.5	8.3%	12.6%	11.8%
Hispanic	11.4	14.7%	19.2%	29.6%
White	58.1	74.5%	66.3%	54.9%
American Indian	1.0	1.3%	0.3%	0.3%
Asian	1.0	1.3%	1.1%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	16.3	20.9%	20.2%	24.4%
Females	61.7	79.1%	79.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	2.0%
Bachelors	57.2	73.4%	74.7%	72.2%
Masters	20.8	26.6%	23.4%	25.0%
Doctorate	0.0	0.0%	0.3%	0.8%

Doctorate	0.0	0.0%	0.3%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.9	6.3%	4.5%	9.7%
1-5 Years Experience	26.7	34.2%	31.4%	26.3%
6-10 Years Experience	21.3	27.3%	25.1%	20.5%
11-20 Years Experience	18.4	23.6%	25.2%	27.2%
21-30 Years Experience	5.5	7.1%	12.0%	13.3%
Over 30 Years Experience	1.2	1.6%	1.8%	2.9%

Attendance:

Attendance & Discipline — STAAR 3

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	100%		95%	0	↓
23-24	Fifth six weeks	94.3%	⚑	95%	1,525	↓
23-24	Fourth six weeks	93.2%	⚑	95%	1,901	↑
23-24	Third six weeks	93.7%	⚑	95%	1,572	↑
23-24	Second six weeks	94.6%	⚑	95%	1,224	↓
23-24	First six weeks	95.4%		95%	1,230	↓

Attendance rates for the 2023-2024 school year ranged from 93-95% 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 second 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:

Discipline Action Reason Code Trend Analysis for 2022, 2023, 2024 for Eugene Gene Kranz J H Where Ethnicity is All Eth-Race

Discipline Action Reason Codes	2021 - 2022						2022 - 2023						2023 - 2024					
	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6
21	40	67	58	74	122	112	47	49	77	70	118	103	52	75	84	85	133	--
41	5	6	9	6	5	11	9	6	12	7	7	6	6	7	6	2	11	--

62	--	--	--	--	--	--	--	--	--	--	--	--	2	3	4	3	7	--
63	--	--	--	--	--	--	--	--	--	--	--	--	--	2	--	4	1	--

With an increase in enrollment, the incorporation of a new grade level, and the implementation of redistricting measures, Kranz has witnessed a significant increase in both disciplinary referrals and ensuing consequences leading to student removal from class. Referrals have increased by 18.8% compared to the previous academic year, spanning RP1-5 of the 2022-23 school year. Notably, the total number of days students were removed from class reached 670 last year, and as of the latest report, stands at 664 for the current academic year, with six weeks remaining.

**code 63 and 62 are new this year*

Demographics Strengths

Demographics Strengths:

- Diverse student population
- Many teachers are GT and/or ESL certified
- 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 exists a notable variance between the representation of Hispanic staff members and the demographic makeup of Hispanic students. **Root Cause:** It would be beneficial for recruiting practices to actively seek out teachers who reflect the diversity within the student population.

Problem Statement 2: While there has been progress compared to the previous year, our attendance rates still fall below those of similar campuses across the state. **Root Cause:** Additional attendance incentives are needed. Early interventions need to include automated systems to help staff implement the interventions as described in the handbook.

Student Achievement

Student Achievement Summary

The student achievement committee reviewed and analyzed the 2021, 2022 and 2023 STAAR data, 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.

While there were some slight declines in achievement data, it is difficult to determine if the decline was due to student performance, teacher performance, changes in the test format, changes in how results were reported, or some combination of the factors. Kranz students continue to perform at or above the state level on every assessment except 7th grade math. In 7th grade math, the achievement level declined to below the state level. The teaching staff remained the same, and the curriculum did not change; however, student learning levels declined from 2022 to 2023. It is also important to note that the "passing standard" for almost every test was lowered except for the 7th grade math passing standard; however, Kranz results in this area are below the state level.

On the Closing the Gaps report, Kranz met all target goals. This includes goals for special education and English learners.

Student Achievement Strengths

Campus Strengths:

- All faculty and staff participated in developing and adopting the campus mission and vision 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.
- Students perform at or above the state in reading, science, social studies and 8th grade math.
- 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 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.
- 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.
- Kranz Junior High earned the designation of a 2023 National Model PLC School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): According to current data, too few 7th grade students at Kranz JHS are performing at grade level (meets and masters) in math . **Root Cause:** Tier 1 instruction and the Tier 2 intervention is not effective in moving most students to mastery.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Staff versus Student Survey 2023 - 2024		
	STAFF (47 responses)	**STUDENTS (594 responses)**
Students generally feel safe at Kranz.	87% of staff agree or strongly agree	
Students feel safe in the cafe.	77% of staff agree or strongly agree	68% of students agree or strongly agree
Students feel safe in the hallways.	75% of staff agree or strongly agree	61% of students agree or strongly agree
Students feel safe in the gym.	78% of staff agree or strongly agree	79% of students agree or strongly agree
Students feel safe in the restrooms.	66% of staff agree or strongly agree	50% of students agree or strongly agree
Students feel safe in their classrooms.	92% of staff agree or strongly agree	81% of students agree or strongly agree
If a student knew that another student was endangering himself or others, the student would feel comfortable reporting it to a staff member.	76% of staff agree or strongly agree	53% of students agree or strongly agree
Drug/vaping/tobacco use is a problem at Kranz.	53% of staff agree or strongly agree	68% of students agree or strongly agree
Alcohol use is a problem at Kranz.	2% of staff agree or strongly agree	42% of students agree or strongly agree
Students with weapons is a problem at Kranz.	0% of staff agree or strongly agree	52% of students agree or strongly agree

Overall students describe our campus as a safe place to be. Students feel the least safe in restrooms where there is no adult supervision. Students' descriptions differ from teachers as students see weapons and alcohol as a problem on campus while staff overwhelmingly does not.

School Culture and Climate Staff versus Student Survey 2023 - 2024		
	STAFF (47 responses)	**STUDENTS (594 responses)**
Students treat each other with respect at Kranz.	31% of staff agree or strongly agree	37% of students agree or strongly agree

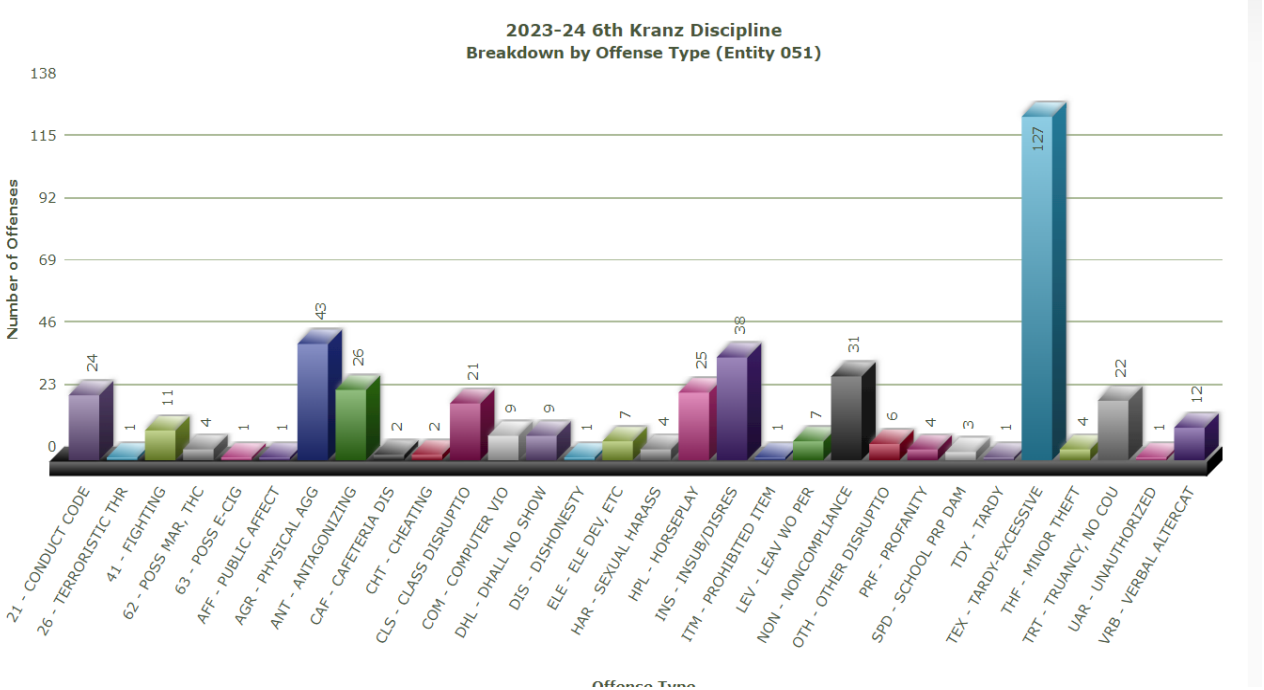
School Culture and Climate Staff versus Student Survey 2023 - 2024		
Students treat teachers with respect at Kranz.	39% of staff agree or strongly agree	41% of students agree or strongly agree
Teachers and staff members treat students with respect at Kranz.	90% of staff agree or strongly agree	72% of students agree or strongly agree
Teachers praise students for doing the right thing.	93% of staff agree or strongly agree	59% of students agree or strongly agree
Bullying is a problem at Kranz.	25% of staff agree or strongly agree	47% of students agree or strongly agree (Note: 18% of students agree or strongly agree that they have been bullied this school year, over half of students agree that teachers take bullying seriously and that they themselves report bullying)
Misbehaving students regularly make it difficult for other students to learn.	75% of staff agree or strongly agree	56% of students agree or strongly agree
Inappropriate language is a problem at Kranz.	83% of staff agree or strongly agree	49% of students agree or strongly agree
Social media causes problems at school.	68% of staff agree or strongly agree	30% of students agree or strongly agree

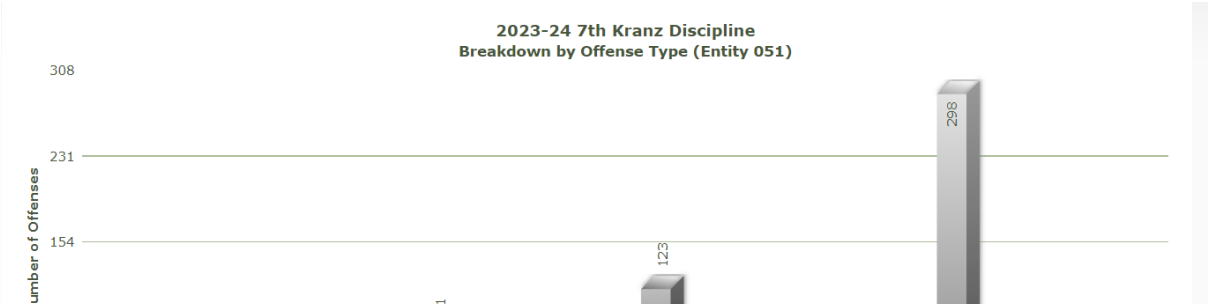
Staff and student definitions of respect, praise, bullying, misbehavior, inappropriate language and social media problems are definitely different causing data discrepancies.

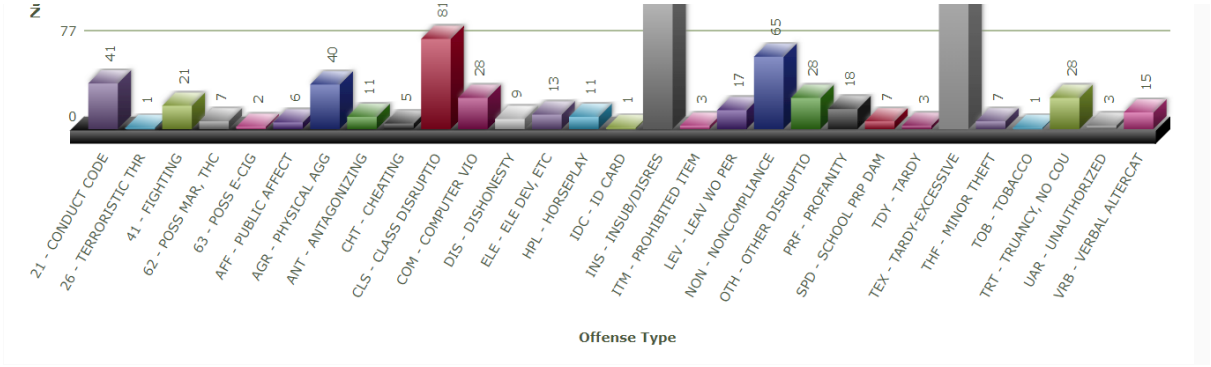
School Culture and Climate Staff versus Student Survey 2023 - 2024		
	STAFF (47 responses)	**STUDENTS (594 responses)**
Students have been taught rules and expectations in common areas - restrooms, gym, hallways, cafe.	86% of staff agree or strongly agree	87% of students agree or strongly agree
Students are happy to come to school.	69% of staff agree or strongly agree	41% of students agree or strongly agree
Students believe that there is at least one adult at school that cares about them.	96% of staff agree or strongly agree	75% of students agree or strongly agree
It is easy for students to make friends at Kranz.	73% of staff agree or strongly agree	91% of students agree or strongly agree
Student "cliques" are a problem at Kranz.	29% of staff agree or strongly agree	40% of students agree or strongly agree

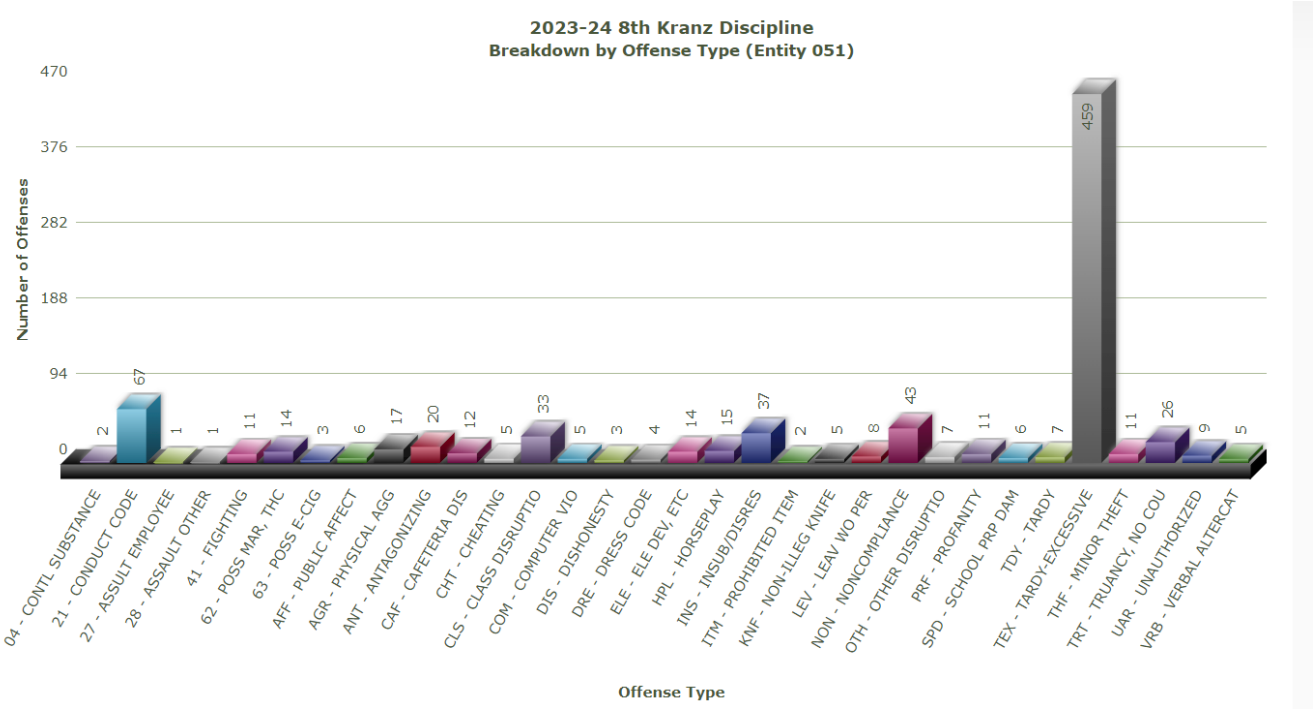
School Culture and Climate Staff versus Student Survey 2023 - 2024		
Students participate in at least one sport, club, or extracurricular activity sponsored by the school.		54% of students participate

Staff and students both feel that behavioral expectations have been made clear on our campus. The data regarding student life from the staff's perspective versus students' perceptions of their happiness and friendships on campus was difficult to compare as each group's perception is skewed.









Total Referrals (as of May 1, 2024):
6th Grade - 670
7th Grade - 1140
8th Grade - 1004 (almost half of the referrals for 8th grade are tardies)

6th and 7th grade referrals consist of more physical aggression and horseplay.

Insubordination and non-compliance in the classroom is consistent across all three grade levels

Student removals/DALC happen due to vapes with THC; behavior contract/tracker may result in placement, but has not happened yet. Note, when behavior coaches intervene, referrals do not happen. Most staff members call home and allow students to reset prior to referrals as well. Work is done upfront by staff prior to behavior escalating to a referral and and our campus also encourages parent communication prior to referrals.

Summary: As a school, we strive to create an environment that is safe and inviting.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. The daily interactions between students, parents, and staff members helps create our school culture and climate. 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. A variety of campus committees help identify areas for improvement related to the campus climate and culture (Safe & Civil, AVID, Motivation, etc.). Restorative practices initiatives have helped build relationships between students and teachers.

Surveys were sent to staff and students to assess each their views on the culture and climate of Kranz Junior High School. The survey was completed by 594 students (a decrease from 634 students the year before), and 47 staff members (a decrease from 70 staff members the year before). Similar statements were presented to survey respondents asking them to rate their level of agreement (1 strongly disagree, 5 strongly agree) in order to identify similarities and differences.

School Culture and Climate Strengths

Campus Strengths

- 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.
- A majority of stakeholders believe students feel safe at school in the common areas and classrooms.
- 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.
- Most respondents identified at least one staff member that had a positive effect on them.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A majority of staff and students 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. Halo devices have been installed in student restrooms to detect vaping..

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.

Problem Statement 3: Students and staff feel the restrooms are a point of concern for fights, vapes, etc. **Root Cause:** Root cause is perceived lack of supervision in these areas. A better pass system, possibly electronic, should be implemented.

Staff Quality, Recruitment, and Retention

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. Teachers were questioning the question about paraprofessionals being highly qualified. They didn't seem to understand what that meant or how they were to know if they were "highly qualified" Paraprofessionals need additional training from the campus to ensure they are servicing students effectively in the content area that they support. The team felt that the staff quality has greatly improved over the years because of PLC and the systems in place to ensure success. Retention rates have drastically increased from the beginning of Kranz until now. The majority of staff leaves Kranz due to personal reasons or not being able to commit to the PLC process that is mandatory. The team stated that they were grateful for the additional time that has been given back to teachers during the professional development days and how they hope it continues.

The discussed needs included paraprofessionals getting additional training on content knowledge and de-escalation techniques. Paraprofessionals should be required to attend planning meetings with their service content areas to help with instructional needs that they see arising. In regards to retention of staff, the turnover rate has decreased dramatically since the beginning of Kranz. It was mentioned that teachers new to Kranz or new teachers need to have their mentors assigned earlier to allow for stronger relationships to form and for the mentor to help with classroom management and observations. The largest hot topic items during the discussion were in regards to professional development and support. For professional development it was brought up that more SPED training is critical for the success of our SPED population and the training needs to be given by SPED case managers. Additionally, it was felt that many of the professional developments that are given are for "box checking" and are not beneficial to teachers and staff. More follow-up should be allowed and feedback should be given after a PD to help teachers know what was successful and what was not. Concerning support, the team stated that they wanted more support from all staff and not just the interventionist. They wanted to see academic coaches in classrooms providing real-time feedback and modeling, interventionists helping to model lessons, and their appraisers giving more specific feedback during summative

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- Strong effective teachers with strong support systems form the campus
- Teachers possess strong leadership skills and are ready to build capacity on campus
- All teams have adopted the PLC process and are engaging in the work
- Peer Mentor program, team collaboration, and teacher collaboration,
- Mining for Gold with time for reflection after
- Teacher accolades (Golden Gator, TOM)

- Giving time to teachers and teams during PD days to help with getting ahead

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): SPED is not consistent with their documentation and teachers' understanding of what to do, how to implement, and how to support **Root Cause:** Training has not been sufficiently provided to all content teachers regarding SPED paperwork, documentation, and documentation processing. Additionally, there is no consistent way of documentation among case managers.

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.

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.

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.

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 timely 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

Priority Problem Statements

Problem Statement 1: According to current data, too few 7th grade students at Kranz JHS are performing at grade level (meets and masters) in math .

Root Cause 1: Tier 1 instruction and the Tier 2 intervention is not effective in moving most students to mastery.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There exists a notable variance between the representation of Hispanic staff members and the demographic makeup of Hispanic students.

Root Cause 2: It would be beneficial for recruiting practices to actively seek out teachers who reflect the diversity within the student population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A majority of staff and students 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. Halo devices have been installed in student restrooms to detect vaping..

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: SPED is not consistent with their documentation and teachers' understanding of what to do, how to implement, and how to support

Root Cause 4: Training has not been sufficiently provided to all content teachers regarding SPED paperwork, documentation, and documentation processing. Additionally, there is no consistent way of documentation among case managers.

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

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, 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 for essential standards. **Strategy's Expected Result/Impact:** Data Tracking Sheets will show student progress over time; Data conferences with interventionists and teachers will verify that students understand their performance and are setting and achieving instructional goals. **Staff Responsible for Monitoring:** Interventionists and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers will engage in the Professional Learning Communities process including participation in collaborative teams to research best practices, plan instruction, assess student learning, analyze performance data, and plan intervention/enrichment. **Strategy's Expected Result/Impact:** Walk-through observations by administrators will document instruction aligned to the TEKS and effective instructional delivery. CFA and CBA data will show student growth over time. Improved student performance for all student groups on STAAR. **Staff Responsible for Monitoring:** Instructional Coaches, Interventionists and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers, along with instructional interventionists, will provide Tier 1 and Tier 2 intervention for students who are not demonstrating mastery of essential standards. **Strategy's Expected Result/Impact:** Academic Interventionists' schedules, lesson plans, walk-through feedback will document implementation and as a result, student performance will increase on assessments. **Staff Responsible for Monitoring:** Administrators & Interventionists **ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Tier 3 intervention for reading will be provided using LLI and for math using IXL. **Strategy's Expected Result/Impact:** Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase. **Staff Responsible for Monitoring:** Admin **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Funding Sources:** - 199-SCE, - 211-Title IA, - IDEA B				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students who do not meet standard on STAAR assessments will be provided accelerated learning. **Strategy's Expected Result/Impact:** Documentation of interventions provided to students. Students will meet standard after required intervention. **Staff Responsible for Monitoring:** Admin and Interventionists **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - 199-SCE, - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teachers, along with instructional interventionists, will provide academic extension/enrichment for students who are demonstrating mastery of essential standards. **Strategy's Expected Result/Impact:** Percentage of students meeting and mastering standards on assessments will increase **Staff Responsible for Monitoring:** Admin & Interventionists **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: EB students will increase their individual performance on TELPAS.

High Priority

Evaluation Data Sources: TELPAS and AMAOs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District Plan for improved performance on RDA and is supported by participation in planned district and campus professional development. **Strategy's Expected Result/Impact:** Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in EB student scores on all assessments. **Staff Responsible for Monitoring:** Campus Administrators **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All current instructional staff will participate in training on Seven Steps. **Strategy's Expected Result/Impact:** Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to EBs on STAAR reading, math, social studies and science. **Staff Responsible for Monitoring:** Campus administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam. **Strategy's Expected Result/Impact:** Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** - Local Funding				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Special Education students will meet or exceed the goals in their IEP.

High Priority

Evaluation Data Sources: Academic IEP goals met for all students. State and federal safeguards met.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will implement an effective co-teach model for special education students in the general education classroom. **Strategy's Expected Result/Impact:** Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.6 **- Additional Targeted Support Strategy** **Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will collaborate during planning to ensure specially designed instruction addresses all student IEPs. **Strategy's Expected Result/Impact:** IEP entitled students will receive required supports/services and master all essential standards **Staff Responsible for Monitoring:** Administrators & Case Managers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: 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. **Strategy's Expected Result/Impact:** Records of students/staff who met the goal, lists of incentives and rewards will result in motivation for students to be at school. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students identified as homeless will be provided clothing, school supplies and transportation in order for them to attend school daily. **Strategy's Expected Result/Impact:** Attendance and discipline records, transportation logs. Increasing student attendance at home campus will result in improved academic performance. **Staff Responsible for Monitoring:** Counselor, District social worker, CIS **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers and counselors will contact parents of students who have missed three or more days of school to offer support and create an action plan to address absenteeism. Teams will conduct home visits to homes of chronically absent students. **Strategy's Expected Result/Impact:** Contact logs will document communication; Student attendance will improve **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Counselors will conduct individual conferences with students who were chronically absent the prior year to set attendance goals and create an action plan to improve attendance. Follow-up meetings will occur at least twice monthly to monitor and maintain progress. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: The days of lost instruction due to discipline placements will be reduced by 10% from the prior year.

High Priority

Evaluation Data Sources: Days of lost instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus staff will be trained on Restorative Practices and will implement proactive strategies to build relational capacity between adults and students. **Strategy's Expected Result/Impact:** Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success **Staff Responsible for Monitoring:** Admin **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups. **Strategy's Expected Result/Impact:** Skyward ISS/OSS data collected every 3 months. RDA improvement on ISS/OSS placement of Special Education students. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implementation of campus-wide discipline system including proactive measures and intervention strategies that occur prior to an office referral. **Strategy's Expected Result/Impact:** Skyward documentation will reflect implementation of the process; behavioral supports will be effective and students' instructional time will increase. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus Safe and Civil Committee will coordinate campus-wide systems, train staff, collect data, and make adjustments so that campus systems are clearly communicated and effectively implemented. **Strategy's Expected Result/Impact:** Staff, parent and student survey responses will be collected annually; surveys will reflect positive perceptions of school culture. **Staff Responsible for Monitoring:** Principal and Committee Chairperson **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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. **Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. **Staff Responsible for Monitoring:** Counselors **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will participate in Red Ribbon Week. **Strategy's Expected Result/Impact:** Schedule of events. Survey of students. The result will be an increased awareness of the importance of being drug free. **Staff Responsible for Monitoring:** Counselors				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 4: KJHS will participate in a school health program through collaboration with physical education teachers at the elementary, middle, and junior high schools.

Evaluation Data Sources: Continued implementation of district -wide health program through lessons designed to provide a variety of health orientated instructional activities at the intermediate level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Physical Education teachers will incorporate/implement instructional health oriented activities each grading period. **Strategy's Expected Result/Impact:** PE lesson plans and documented walk-throughs, observations will demonstrate integration of health into planned activities. **Staff Responsible for Monitoring:** Campus Administrators				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Teachers will use Schoology and Skyward to regularly communicate with students and parents during the year.

Evaluation Data Sources: Review of teachers' Schoology pages and Skyward communication logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communication with parents and students will be consistently documented in Schoology and/or Skyward. **Strategy's Expected Result/Impact:** Up-to-date teacher Schoology accounts and use of the Teacher Log in Skyward will facilitate campus-home communication. **Staff Responsible for Monitoring:** Technology Liaison **Title I:** 4.1 **Funding Sources:** - Local Funding				

No Progress

Accomplished

Continue/Modify

Discontinue

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: Campus will provide opportunities for students and their families to visit KJHS, meet with the counselor and/or teachers and attend meetings if they are: transitioning from middle school to KJHS, or transitioning from out of district , home schooling or private schools to KJHS. **Strategy's Expected Result/Impact:** Documentation of fliers and attendance at parent meetings for transition will be reflected in positive parent and student perceptions in survey data. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To support campus literacy, KJHS will plan events for students and parents such as field trips, author visits, and literacy nights. **Strategy's Expected Result/Impact:** Documentation of sign-in sheets of parents and students attending will increase communication and relationship between home and school. **Staff Responsible for Monitoring:** ELA Interventionist, Instructional Coaches and Librarian **ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: KJHS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand. **Strategy's Expected Result/Impact:** Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: KJHS will provide an instructional night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR. **Strategy's Expected Result/Impact:** Documentation of sign-in sheets for attendance will result in increased attendance and performance. **Staff Responsible for Monitoring:** Counselors, Interventionists and Instructional Coaches **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA - 6499, - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: In May, KJHS will host a College & Career Day for parents and all students. Scheduled campus visits to local colleges will be provided. Parents are recruited to volunteer as chaperones. **Strategy's Expected Result/Impact:** Student attendance at College & Career Day. Number of parent volunteers. These activities will positively impact attendance and parent perceptions. **Staff Responsible for Monitoring:** Principal, counselors, and lead teachers **Funding Sources:** - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: KJHS, partnering with Communities in Schools , will work together with at-risk students and parents to provide them with support, counseling and resources to prevent students from dropping out of school and increase daily attendance. **Strategy's Expected Result/Impact:** Documentation of students receiving additional counseling, instructional materials, drop-out/attendance meetings with parents and students will increase attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Counselors **Funding Sources:** - 199-SCE				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: KJHS staff will receive resources/training on how to effectively communicate with parents to ensure quality education for every student. **Strategy's Expected Result/Impact:** Sign-in sheets of trainings for teachers. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. EOY parent and teacher surveys indicating improved communication. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Outside Agency				

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. **Strategy's Expected Result/Impact:** Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 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. **Strategy's Expected Result/Impact:** Meeting sign-in sheets at activities. Increased volunteers for KJHS actively engaged in improving KJHS academic goals. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: KJHS will provide snacks and child care at campus events such as Open House and curriculum nights as an incentive for parent and student participation. **Strategy's Expected Result/Impact:** Attendance at events will be high as a result of advertising snacks and childcare. Sign-in sheets will document parent attendance. **Staff Responsible for Monitoring:** Counselors				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: The campus will make available the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the campus library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the district ESC in an effort to communicate effectively and motivate parent engagement. Spanish translation of all documents are available upon request. **Strategy's Expected Result/Impact:** Increase in communication and parent engagement **Staff Responsible for Monitoring:** Principal				

 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. **Strategy's Expected Result/Impact:** Survey distributed to staff once each semester. Majority of surveys will be positive. **Staff Responsible for Monitoring:** Campus principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus discussions will be held to review the data collected after each staff survey, and action plan will be created and presented to faculty. **Strategy's Expected Result/Impact:** Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion. **Staff Responsible for Monitoring:** Campus principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The Safe and Civil School committee will develop campus-wide routines and procedures, and the committee will provide on-going training on these procedures as well as classroom management to all teachers. **Strategy's Expected Result/Impact:** Campus-wide routines and procedures will be developed, put into writing, and practiced so that there are clear expectations for both adults and students in all common areas. Expectations surrounding student management will be developed, put into writing, and practices so that there are clear expectations for both adults and students regarding behavior, correction, and interactions. The result will be a positive culture and climate reflected in survey data. **Staff Responsible for Monitoring:** Principal and Committee Chairperson **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Instructional Coaches will use effective coaching models such as Get Better Faster and Jim Knight, along with effective strategies from vetted resources such as Teach Like a Champion 2.0, Lead4ward and AVID so that they can provide effective professional development and coaching to teachers. **Strategy's Expected Result/Impact:** Teachers will be supported and will become more effective as a result of the training and coaching. Teacher retention will be high. Support and satisfaction will be reflected in survey data. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals -				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: 100% of teachers who are new to teaching will be assigned a mentor and those new to the campus will be assigned a buddy teacher to provide support and assistance with campus procedures and expectations.

Evaluation Data Sources: On the staff survey administered each semester, of those who respond to the mentor questions, at least 90% of the questions will be answered with a positive response.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures. **Strategy's Expected Result/Impact:** Retention rate of new staff. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: New to the profession teachers will participate in the DISD mentor/protege program and will also meet with campus leaders at least one time per nine weeks. **Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. **Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration to meet KJHS's current 100% highly qualified status. **Strategy's Expected Result/Impact:** Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Campus Principal **Funding Sources:** - 255-Title IIA				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: All teachers providing instruction to GT and/or EB students, will have the required training or certification.

Evaluation Data Sources: Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff serving GT students, along with additional selected staff, will attend GT training. **Strategy's Expected Result/Impact:** Number of teachers who meet the qualifications for GT certification. **Staff Responsible for Monitoring:** Dean **Funding Sources:** Professional development - Local Funding - 6411				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Selected staff will attend EB training and take the ESL Certification test. **Strategy's Expected Result/Impact:** Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 255-Title IIA, - Local Funding				

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 three researched-based professional development classes (18 hours) addressing their students' needs in any of the following areas: the PLC process, reading, math, science, social studies, EB strategies, GT, Lead4ward, PBIS, RtI, data analysis or planning.

Evaluation Data Sources: Staff certificates for training attended and evidence of the implementation of strategies in classroom walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance instruction in order to increase student achievement for all students. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **- Additional Targeted Support Strategy** **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. **Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase books and supplies for teachers, administrators, and staff to support campus and district initiatives. **Strategy's Expected Result/Impact:** Our professional growth will positively impact campus culture and student achievement. **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Professional Learning Communities and Response to Intervention training will be attended by selected staff to support the campus mission of ALL students learning at high levels. **Strategy's Expected Result/Impact:** Students' academic performance will increase **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** RtI and PLC Training and resources - 211-Title IA, - Local Funding				

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 Intro to Ag/Career Exploration, Project Lead the Way, and Principals of Human Services. **Strategy's Expected Result/Impact:** Enrollment will increase students' interest and skills in technology-based courses. **Staff Responsible for Monitoring:** Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will use technology resources in order to engage in academic learning. **Strategy's Expected Result/Impact:** Evidence of computer application usage in lesson plans, walkthroughs and observations. **Staff Responsible for Monitoring:** Instructional Coaches				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus staff and technology integration specialist will provide technology training for teachers. **Strategy's Expected Result/Impact:** Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. **Staff Responsible for Monitoring:** Campus Technology Committee				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the KJHS campus will be maintained.

Evaluation Data Sources: The KJHS campus will continue to be in good condition.

Strategy 1 Details	Reviews			
	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. **Staff Responsible for Monitoring:** Secretarial staff				

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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Eugene Kranz Junior High

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 7.4
Brief Description of SCE Services and/or Programs

Personnel for Eugene Kranz Junior High

Name	Position	FTE
Allen, J	Social Worker	0.08
Arredondo, N	Paraprofessional	0.16
Connor, S.	Instructional Support	1
Hector, K	Instructional Support	1
James, H	Instructional Support Paraprofessional	1
Jenkins, J	Paraprofessional	0.16
Joslin, J	Instructional Support	1
O'Gea, M	Instructional Support	1
Williams, F.	Instructional Support	1
Winn, Z.	Instructional Support Paraprofessional	1

Title I Personnel

Name	Position	Program	FTE
Breese, K.	Instructional Interventionist		1.0
Westbrook, K	Instructional Interventionist		1.0

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	3	1			$0.00
2	1	2			$0.00
3	2	2			$0.00
3	2	4		6499	$0.00
4	4	1			$0.00
4	4	4	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	2			$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	6			$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	3	1			$0.00
2	1	2			$0.00
2	3	1			$0.00
3	1	1			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$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	4			$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			$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

IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
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**
3	2	7			$0.00
4	4	1			$0.00
				Sub-Total	$0.00

Addendums

RLA 7	2021 STAAR	2022 STAAR	2023 STAAR	Fall 22 interim Probability of ..	Spr 23 interim Probability of ..
AP	78	86	80	73	77
ME	53	63	59	41	51
MA	28	44	33	19	27
SPED AP	35	51	48	41	46
SPED ME	16	23	22	15	21
SPED MA	9	17	6	7	9
EB AP	49	68	63	50	72
EB ME	11	28	35	18	40
EB MA	4	13	12	7	18
AA AP	78	83	72		
AA ME	64	55	51		
AA MA	33	34	21		

MATH 7	2021 STAAR	2022 STAAR	STAAR 23	Fall 22 interim Probability of ..	Spr 23 interim Probability of ..
AP	39	52	47	50	43
ME	9	19	16	11	12
MA	3	3	0	2	2
SPED AP	11	24	36	35	29
SPED ME	0	13	29	5	5
SPED MA	0	2	9	1	1
EB AP	25	42	31	37	29
EB ME	0	8	7	5	5
EB MA	0	0	0	1	1
AA AP	24	33	40		
AA ME	6	8	7		
AA MA	2	3	2		

RLA 8	2021 STAAR	2022 STAAR	STAAR 23	Fall 22 interim Probability of ..	Spr 23 interim Probability of ..
AP	76	84	89	70	75
ME	50	54	67	37	44
MA	24	35	29	17	24
SPED AP	32	56	48	38	39
SPED ME	10	16	20	13	15
SPED MA	0	11	7	5	8
EB AP	39	60	81	18	57
EB ME	8	11	39	15	19
EB MA	0	4	6	5	7
AA AP	68	82	79		
AA ME	38	55	56		
AA MA	23	32	26		

MATH 8	2021 STAAR	2022 STAAR	STAAR 23	Fall 22 interim Probability of ..	Spr 23 interim Probability of ..
AP	80	83	84	61	65
ME	54	52	53	27	31
MA	13	15	21	5	9
SPED AP	32	44	54	40	30
SPED ME	11	15	22	12	11
SPED MA	2	3	5	2	4
EB AP	56	65	72	47	51
EB ME	21	31	30	13	19
EB MA	2	4	9	3	5
AA AP	74	75	76		
AA ME	55	37	43		
AA MA	9	6	11		

SCI 8	2021 STAAR	2022 STAAR	STAAR 23	Spr 23 interim Probability of ..
AP	74	75	88	77
ME	50	39	63	52
MA	24	15	30	28
SPED AP	38	43	57	42
SPED ME	18	21	28	21
SPED MA	9	10	12	10
EB AP	33	54	74	52
EB ME	8	18	32	24
EB MA	0	0	5	9
AA AP	73	75	74	
AA ME	41	25	51	
AA MA	19	12	23	

SS 8	2021 STAAR	2022 STAAR	STAAR 23	Spr 23 interim Probability of ..
AP	64	70	74	61
ME	30	36	42	32
MA	11	21	20	20
SPED AP	23	39	37	29
SPED ME	3	25	19	15
SPED MA	0	18	7	10
EB AP	20	39	55	36
EB ME	2	4	17	12
EB MA	0	2	3	6
AA AP	61	68	63	
AA ME	32	29	31	
AA MA	7	12	15	

Dickinson Independent School District

Dickinson Junior High

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Dickinson Junior High is to provide a safe and nurturing environment in which ALL students learn at high levels.

Vision

We empower students with quality learning experiences that foster their social, emotional, and academic growth in order for them to thrive as productive members of society.

Value Statement

Guidelines for Success

DJH is G.R.E.A.T.

G-Give your personal best daily

R-Respect yourself and others

E-Exhibiting self-control

A-Act with kindness

T-Take personal accountability

Collective Committments

1. We will commit to the academic success of every life-long learner through collaboration to develop rigorous instructional strategies that advance the mission and vision of the school.
2. We will hold all students to high academic and behavioral expectations regardless of background, academic ability, or past experiences.

3. We will celebrate academic growth and non-academic successes made by both staff and students.

4. We will foster a supportive school atmosphere that provides emotional, physical, and intellectual safety by practicing open communication, building productive relationships and being dedicated to having a solution-oriented mindset.

5. Through our own actions, we will model kindness, understanding, and integrity, and respect for our students. We will strive to instill these qualities in our students.

6. We will provide a welcoming and safe environment for students, parents, staff, and community members of all racial and ethnic groups by recognizing and celebrating our cultural diversity.

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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 16, 2024 to develop the CNA. The meeting as held at DJH in Room F101 from 11:30-4:00 p.m.

Campus Improvement Committee		
Committee Role	**Name**	**Position**
Administrator	Brown, Temeka	Principal
Administrator	Mumford-Guyton, Tiffany	Administrator
Administrator	Molina, Joey	Administrator
Administrator	Snelson, Clara	Administrator
Teacher	Lynn, Christy	RLA Teacher
Teacher	Beltran, Jennie	SPED Teacher
LEA	Robinson, Nathan	STEAM District Coordinator
Teacher	Seidensticker, William	SS Teacher
Paraprofessional	Payne, Leslie (Hope)	Registrar
Parent	Clough, Dee	Parent-Parker
Parent	Stookey, Amanda	Parent-Gabriela
Specialized Instructional Support	Gillespie, Chevelle	SS Interventionist
Teacher	Macias, Melanie	Math Teacher Leader
Teacher	Nganga, Alexis	RLA Teacher-Leader
Teacher	Shinn, Bailey	CTE Teacher
Counselor	Laird, Abbie	Counselor
Librarian	Battleson, Samantha	Librarian
Teacher	Reyes, Mariah	SS Teacher

At the meeting on May 16th, 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. CBA Data 23-24
2. Campus Staff Survey-parent, fall, spring
3. DJHS Demographics
4. DJHS Mission and Vision Statements
5. Attendance data-campus and district
6. Discipline Data
7. Staff Roster with Ethnicity
8. PEIMS campus data

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

The Campus Improvement Committee reviewed the data listed above to identify areas of strengths and problems.

Demographics:	**Strengths:** • **Diverse student populations** • **Many teachers are GT and/or ESL certified** • **Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil** • **Implementation of lunch detention to lessen the time out of class for discipline**
	Problems: • **Attendance** • **Discipline** • **Additional training for new teachers and mentors**
Student Achievement:	Strengths: • All faculty and staff participated in developing and adopting the campus mission and vision 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. • 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. • The STEM Academy has expanded to junior high. Dickinson Junior High will have STEAM in all grades during the 2024-2025 school year • RLA scores for the campus are higher than on other campus • 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: • Strong instructional strategies are needed or first time instruction • Reading program/incentive for students is needed • Collaborative teams need to create flexible instructional groups for targeted intervention and STAAR review
Family and Community Involvement:	Strengths: • Strong campus to parent communication from administration-letter, social media, etc • DJHS has a transition meeting planned for both students and parents • Many families are reaching out via email for support • Calendar with built in parent meetings have been established
	Problems: • Parent participation in meetings based on meetings from feeder patterns • Parent understanding of what is going on at the junior high level • Teacher to parent communication

Demographics:	**Strengths:** • **Diverse student populations** • **Many teachers are GT and/or ESL certified** • **Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil** • **Implementation of lunch detention to lessen the time out of class for discipline**
	Problems: • **Attendance** • **Discipline** • **Additional training for new teachers and mentors**
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 • Growing Greatness peer observations for teachers
	Problems: • First-time instruction is not effective for all student groups resulting in low accountable score in domain 3 for both campuses • New comer support is needed for our EB students • Inconsistency in core content instructional expectations • Collaboration with special education teachers and general education teachers • Analyzing data to support our tier 1 and 2 intervention
Staff Quality, Recruitment and Retention:	Strengths: • Our district uses multiple avenues for recruiting highly qualified candidates • We set and maintain specific campus-wide goals • 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 • All teams have adopted the PLC process and are engaging in the work
	Problems: • Turnover rates were high • Many teachers are coming from different districts and will need differentiated professional development • Teacher to teacher relationship building and promotion

Demographics:	**Strengths:** • **Diverse student populations** • **Many teachers are GT and/or ESL certified** • **Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil** • **Implementation of lunch detention to lessen the time out of class for discipline**
	Problems: • **Attendance** • **Discipline** • **Additional training for new teachers and mentors**
School Culture and Climate:	Strengths: • Safe and Civil School will be used as the foundation upon which we will build culture and climate and build the PBIS foundation. • The mission and vision of the campus and district will be clearly articulated from the beginning of the school year. • 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. • A majority of stakeholders believe students feel safe at school in the common areas and classrooms. • Administration communication to staff.
	Problems: • More planning time for teachers • Focus on maintaining the teachers and staff • Intervention for students • Training on Skyward to help with communication between teachers and parents
School Organization:	Strengths: • After school programs include athletics, fine arts, tutorials, and various clubs and many students participate • 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. • 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
	Problems: Both feeder schools are in the 4th quartile for attendance among comparison schools.

Demographics:	**Strengths:** • **Diverse student populations** • **Many teachers are GT and/or ESL certified** • **Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil** • **Implementation of lunch detention to lessen the time out of class for discipline**
	Problems: • **Attendance** • **Discipline** • **Additional training for new teachers and mentors**
Technology:	Strengths: • Implementation of Schoology as a learning management system • One to one computer access within all core content areas • 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 increases • Students learning how to type appropriately to help with state testing and faster work production
	Problems: • New teachers lack experience with hardware and software that DISD uses • Teachers' willingness to engage in professional learning and try new tools for the integration of technology in the classroom.

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 opened its doors in August 2023 with over 1000 students and will serve families from diverse backgrounds, including many from middle and low-income homes. Dickinson Junior High is expected to continue to grow with over 1050 students in 6th, 7th and 8th grades. This campus is a Title I, Part A School-wide Campus

Student Populations:

School Population (2023 - 2024 Fall PEIMS file loaded 01/15/2024)	Count	Percent
Student Total	**1,017**	**100%**
6th Grade	364	35.79%
7th Grade	333	32.74%
8th Grade	320	31.47%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/15/2024)	Count
Gender	
Female	492
Male	525
Ethnicity	
Hispanic-Latino	407
Race	
American Indian - Alaskan Native	4
Asian	18
Black - African American	236
Native Hawaiian - Pacific Islander	2
White	317
Two-or-More	33

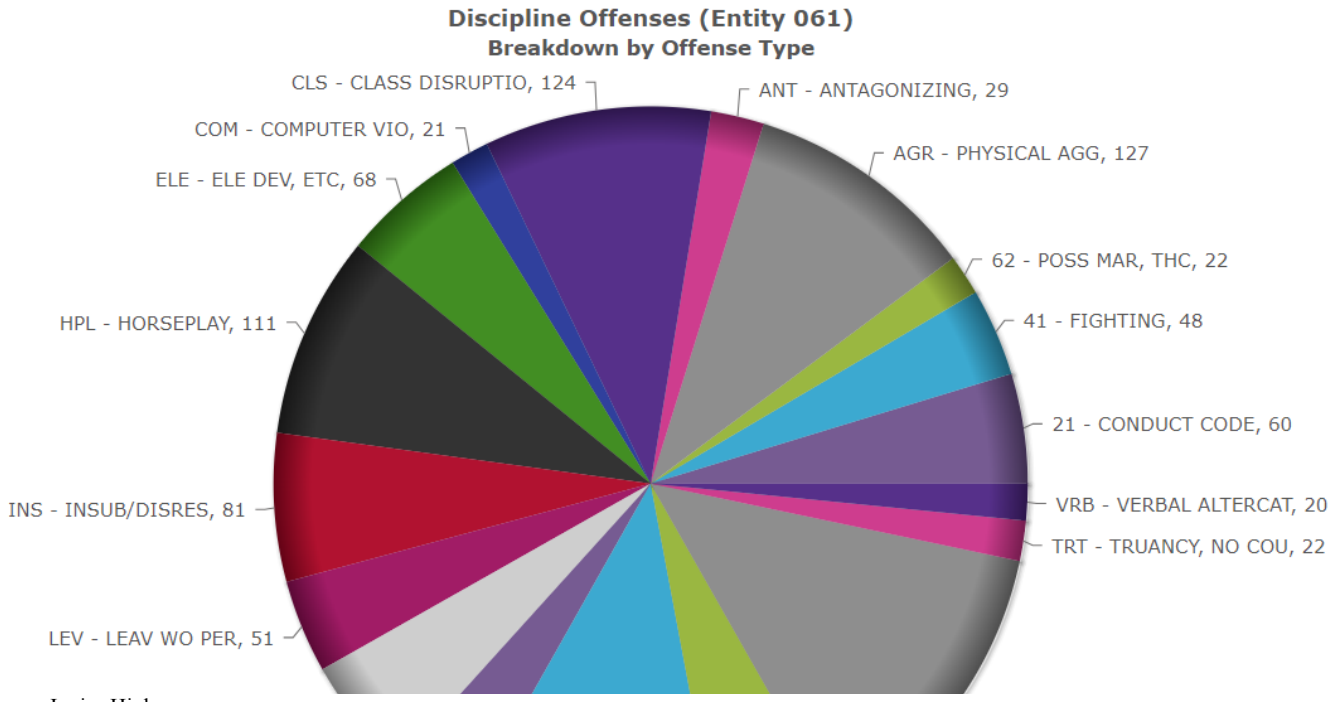
Student Programs (2023 - 2024 Fall PEIMS file loaded 01/15/2024)

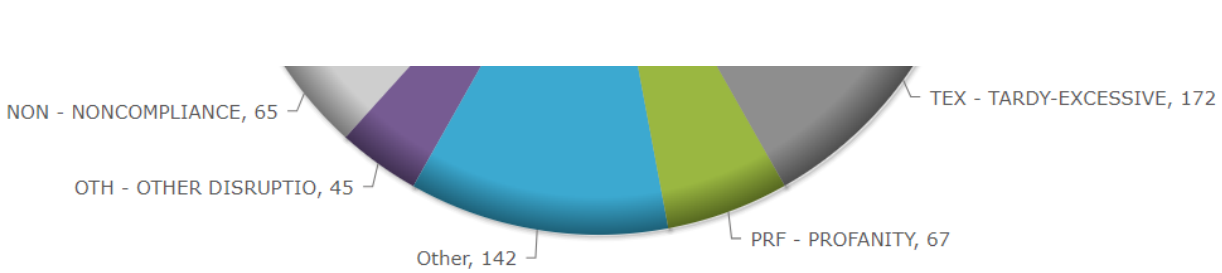
	Count
Dyslexia	80
Gifted and Talented	100
Regional Day School Program for the Deaf	0
Section 504	91
Special Education (SPED)	167
Bilingual/ESL	
Emergent Bilingual (EB)	88
Bilingual	0
English as a Second Language (ESL)	35
Alternative Bilingual Language Program	0
Alternative ESL Language Program	41
Title I Part A	
Schoolwide Program	1,017
Targeted Assistance	0
Targeted Assistance Previously Participated	0
Title I Homeless	0
Neglected	0

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/15/2024)

	Count	Percent
At-Risk	512	50.34%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	3	0.30%
Intervention Indicator	105	10.32%
Migrant	0	0.00%
Military Connected	93	9.14%
Transfer In Students	37	3.6382%
Unschooled Asylee/Refugee	0	0%

Economic Disadvantage		
Economic Disadvantage Total	537	52.80%
Free Meals	453	44.54%
Reduced-Price Meals	83	8.16%
Other Economic Disadvantage	1	0.10%
Homeless and Unaccompanied Youth		
Homeless Status Total	5	0.49%
Shelter	1	0.10%
Doubled Up	4	0.39%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	5	0.49%
Is Unaccompanied Youth	0	0.00%





Demographics

The demographics matched what was anticipated for the most part. DJH had an increase in student enrollment and those students in special education.

Discipline

The discipline at DJH matched that of the other junior high schools. Teachers and administrators worked to improve the discipline and offered professional development at the start of the second semester to address the needs.

Attendance

Attendance rates for the 2023-2024 school year ranged from 93-95% for each nine week grading period. 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).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There exists a notable variance between the representation of Hispanic staff members and the demographic makeup of Hispanic students. **Root Cause**: It would be beneficial for recruiting practices to actively seek out teachers who reflect the diversity within the student population.

Problem Statement 2: While there has been progress compared to the previous year, our attendance rates still fall below those of similar campuses across the state. **Root Cause**: Additional attendance incentives are needed. Early interventions need to include automated systems to help staff implement the interventions as described in the handbook.

Demographics Strengths

Demographics Strengths

Our campus has the following demographic strengths:

- Diverse student populations
- Many teachers are GT and/or ESL certified
- Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil
- Implementation of lunch detention to lessen the time out of class for discipline

Problem Statements Identifying Demographics Needs

Problem Statement 1: There exists a notable variance between the representation of Hispanic staff members and the demographic makeup of Hispanic students. **Root Cause:** It would be beneficial for recruiting practices to actively seek out teachers who reflect the diversity within the student population.

Student Achievement

Student Achievement Summary

The student achievement committee reviewed and analyzed the CBA data, current MAP data from Eduphoria, current Skyward reports on attendance and course failures. 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. While there were some slight declines in achievement data, it is difficult to determine if the decline was due to student performance, teacher performance, changes in the test format, changes in how results were reported, or some combination of the factors. DJH students closed the gap between the other campuses in RLA. Math continues to be an issue district wide that we are addressing.

Student Achievement Strengths

Our strengths are:

- All faculty and staff participated in developing and adopting the campus mission and vision and produced collective commitments to support the
- Teachers and administrators have embraced the PLC @ Work process and are actively engaged in unpacking standards and using collaborativ
- The administrators, along with the Behavior Learning Program, use Restorative Practices to teach students who require behavioral intervention
- The STEM Academy has expanded to junior high. Dickinson Junior High will have STEAM in all grades during the 2024-2025 school year
- RLA scores for the campus are higher than on other campus
- Many DJHS teachers will attend district professional development this summer to learn DISD procedures and systems to support the instructior

Problem Statements Identifying Student Achievement Needs

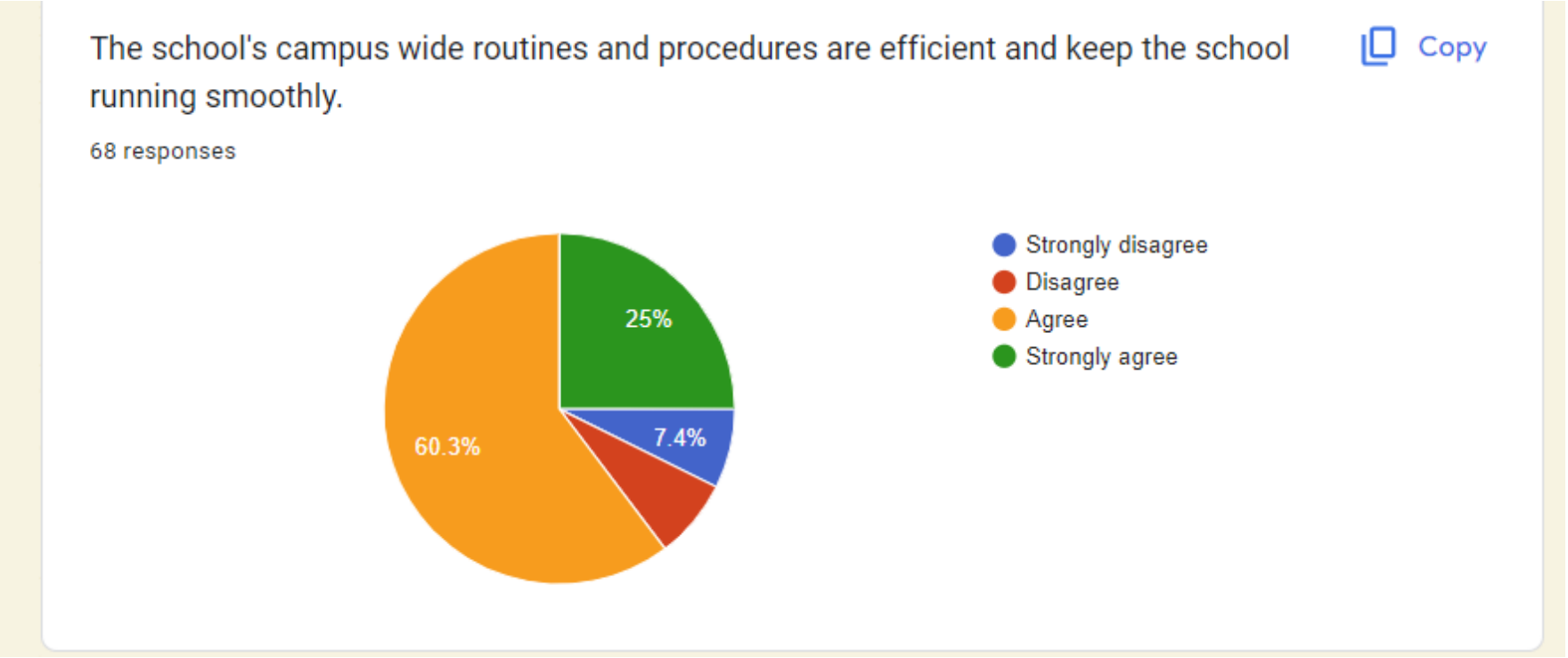
Problem Statement 1 (Prioritized): According to current data, too few 7th grade and 8th grade students are performing at grade level (meets and masters) in math . **Root Cause:** Tier 1 instruction and the Tier 2 intervention is not effective in moving most students to mastery.

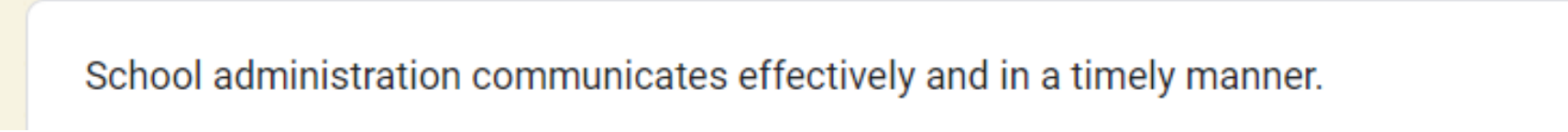
School Culture and Climate

School Culture and Climate Summary

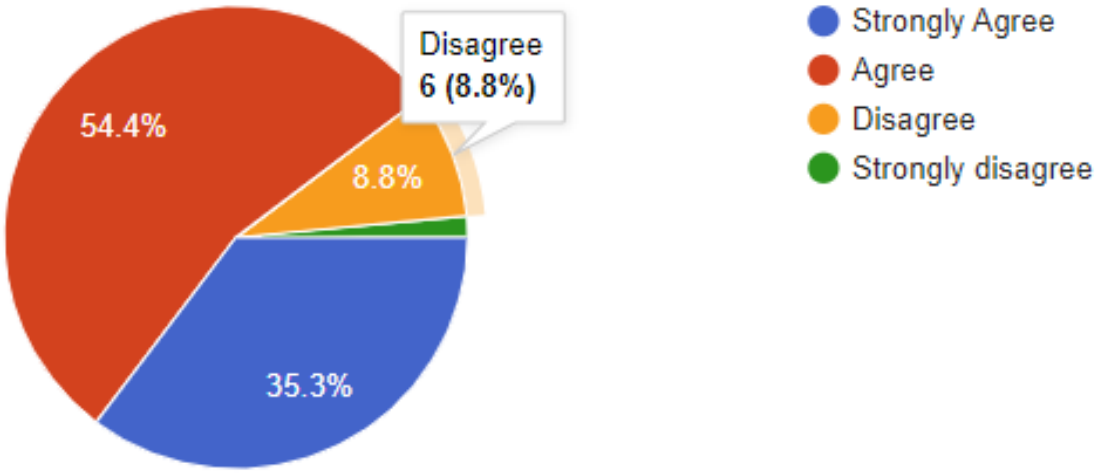
Dickinson Junior High opened in August 2023, one of our main tasks during year one will be to create a positive, productive campus culture that supports and challenges both adults and students to continuously learn and grow. We want to build a positive culture and climate enhanced by consistency among 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 describes 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.

Surveys were shared with the committee. DJH gave staff surveys to the staff in the fall and spring to get feedback. Survey data was very favorable for the campus. Teachers and staff felt supported. Changes were made based on the feedback received. Clips of surveys are below.



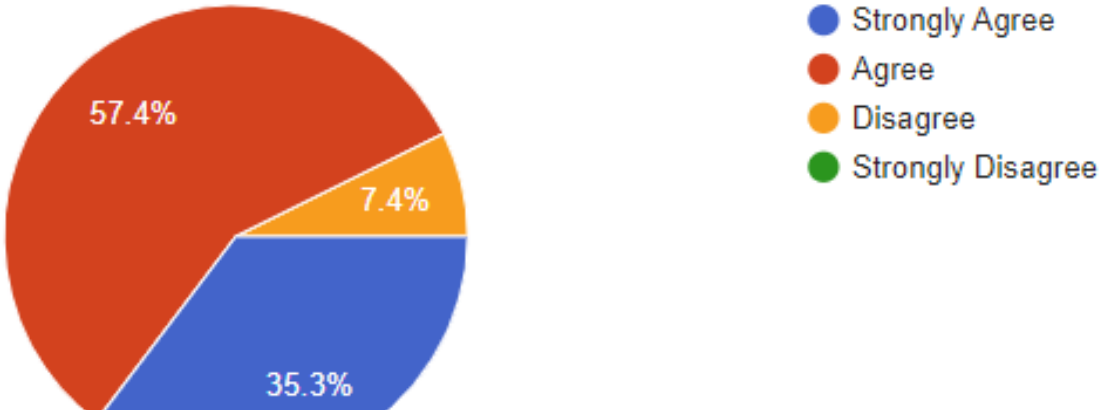


68 responses



School administration effectively responds to staff needs and meets the needs of teachers.

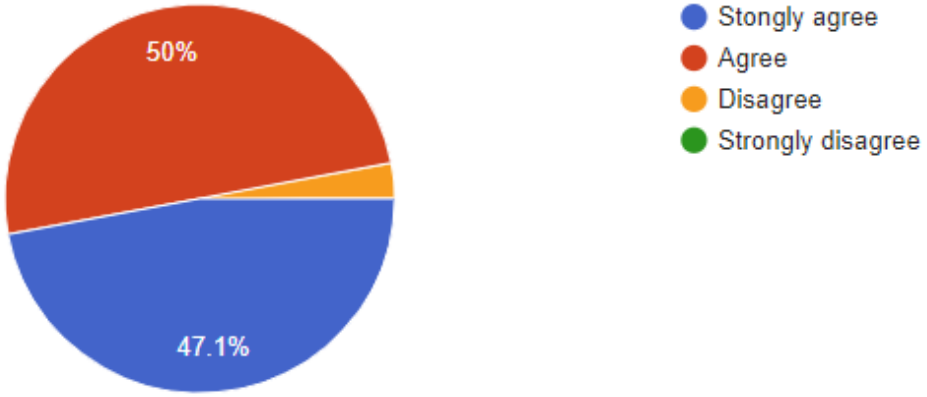
68 responses



I feel supported by school administration.

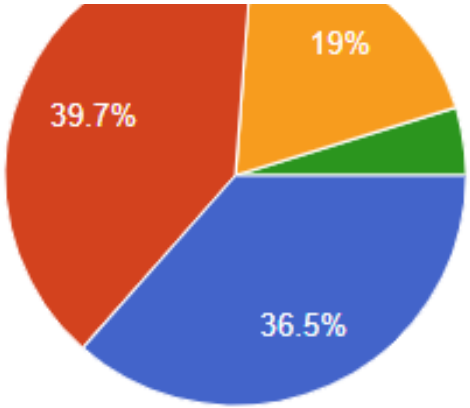
Copy

68 responses



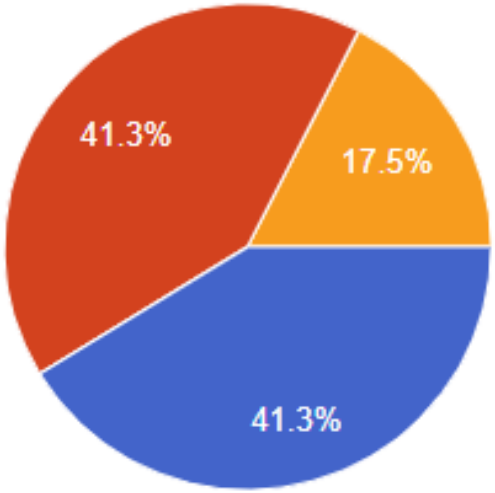
Discipline Support-This is not about student behavior but our systems to monitor and the behaviors. -Letter Grade Only

63 responses



Overall Campus Experience.-Letter Grade Only

63 responses



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.
- The mission, vision, and collective commitments of the campus and district will be clearly articulated from the beginning of the school year.
- Explicit campus-wide procedures communicated to teachers and practiced during staff development, and those procedures will be taught to students d
- A majority of stakeholders believe students feel safe at school in the common areas and classrooms.
- Administration communication to staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: A large number of students have excessive absences. **Root Cause:** Students with excessive absences need consistent school-home communication. The school needs a positive incentive program to encourage attendance for truant students.

Problem Statement 2 (Prioritized): A majority of staff and students 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. Halo devices have been installed in student restrooms to detect vaping.

Problem Statement 3 (Prioritized): Staff feels that there should be more social learning for students. **Root Cause:** Campus does not have a unified plan to address social and emotional learning.

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 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.

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): SPED is not consistent with their documentation and teachers' understanding of what to do, how to implement, and how to support **Root Cause:** Training has not been sufficiently provided to all content teachers regarding SPED paperwork, documentation, and documentation processing. Additionally, there is no consistent way of documentation among case managers.

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).

The priority goal at DJH 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.

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

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

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.

Parent and Community Engagement Strengths

- Monthly communication go out to parents.
- Two parent events each school year to provide information for parents.
- 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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not all parents are able to access Skyward, the school website, or social media platforms. **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.

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 discuss needs, changes, or modifications which can be made in order to promote success for all students. The principal reports 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.
- 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.

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 at 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 (Prioritized): Our tier 2 intervention time has not effectively impacted our student academic or behaviors. **Root Cause:** The root cause for this is a lack of a systematic approach to identifying essential standards and student behaviors and referring students to receive additional targeted support they lack.

Technology

Technology Summary

Technology Summary

At Dickinson Junior High School, the teachers and staff are 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

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): More teacher training is needed to engage students using technology. **Root Cause:** The root cause is new programs and systems are added each year and integration is needed in the curriculum.

Priority Problem Statements

Problem Statement 1: According to current data, too few 7th grade and 8th grade students are performing at grade level (meets and masters) in math .

Root Cause 1: Tier 1 instruction and the Tier 2 intervention is not effective in moving most students to mastery.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: A majority of staff and students believe drug, vaping, and/or tobacco use at school is a problem

Root Cause 2: 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. Halo devices have been installed in student restrooms to detect vaping.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Staff feels that there should be more social learning for students.

Root Cause 3: Campus does not have a unified plan to address social and emotional learning.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: SPED is not consistent with their documentation and teachers' understanding of what to do, how to implement, and how to support

Root Cause 4: Training has not been sufficiently provided to all content teachers regarding SPED paperwork, documentation, and documentation processing. Additionally, there is no consistent way of documentation among case managers.

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: The goal aligned to student attendance has not been met this year with average daily attendance at 94%. Student attendance is still lower than our comparison campuses and below our goal of 96%.

Root Cause 6: 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 6 Areas: School Context and Organization

Problem Statement 7: Our tier 2 intervention time has not effectively impacted our student academic or behaviors.

Root Cause 7: The root cause for this is a lack of a systematic approach to identifying essential standards and student behaviors and referring students to receive additional targeted support they lack.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: More teacher training is needed to engage students using technology.

Root Cause 8: The root cause is new programs and systems are added each year and integration is needed in the curriculum.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data

Goals

Revised/Approved: July 31, 2024

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

Performance Objective 1:
For the 2024-2025 school year, every DJHS student will achieve at least one year of growth in both reading and math through high-quality tier one instruction and targeted interventions and extensions.

Evaluation Data Sources: STAAR Data

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. **Strategy's Expected Result/Impact:** 90% of all students will make the measurable growth by standard **Staff Responsible for Monitoring:** Campus Team Leaders, Teachers, and admin **Title I:** 2.4, 2.6 **- TEA Priorities:** 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, Springboard, iReady, Solution Tree, Seidlitz, TAMU, Lead4Ward, IXL as well as contracted service providers and consultants focusing on best practice reading and writing. **Strategy's Expected Result/Impact:** Increased number of students at meets and masters in reading **Staff Responsible for Monitoring:** RLA Teachers, district RLA curriculum specialist, and admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Math teachers will implement the district math curriculum using the DESMOs, Solution Tree, Lead4Ward, and IXL programs with fidelity to ensure student mastery of the Math TEKS. **Strategy's Expected Result/Impact:** Increased number of students at meets and masters in math **Staff Responsible for Monitoring:** Math Teachers, district Math curriculum specialist, and admin **Title I:** 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%. **Strategy's Expected Result/Impact:** Increase STAAR scores in reading and math by 10%.. **Staff Responsible for Monitoring:** Campus Administrators-principal and assistant principals **Title I:** 2.4, 2.5, 2.6				

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 the performance of all 6th-8th grade student groups in all subjects on the 2024-2025 STAAR assessments to 90% at Approaches Grade Level, 60% at Meets Grade Level, and 30% at Masters Grade Level

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Analyze curriculum based assessments as a grade level to determine need and strategy that will assist students in meeting standard on highly tested TEKS while ensuring the strategy is embedded in lesson planning. **Strategy's Expected Result/Impact:** The CBAs will reflect growth on highly tested TEKS. STAAR assessment will reflect growth of same learning objective. *Look at vertical scaffolding Lead4ward document for STAAR data. **Staff Responsible for Monitoring:** Grade Level Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide individualized instruction (multi-tiered) for targeted student groups, including but not limited to White, Hispanic, and "two or more races" sub-populations, through small group intervention/tutoring/enrichment, specifically for students in 6th - 8th grade before, during and/or after school. **Strategy's Expected Result/Impact:** Improved scores on the STAAR exam. **Staff Responsible for Monitoring:** Teachers and Instructional Leadership team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All DJH staff will analyze data using Eduphoria to target specific subgroups and specific objectives for mastery. Administration, Instructional Coaches, and teachers will utilize data analysis for each sub pop on all assessments to examine strengths and weaknesses to develop new ways to teach and intervene with all students. **Strategy's Expected Result/Impact:** Improved scores on the STAAR exam **Staff Responsible for Monitoring:** Teachers, RTI members, Instructional Leadership team				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: Administrators and teachers will use collaborative team time to develop and refine scope and sequence documents, units of study, learning targets, and common assessments, leading to improved student outcomes on standardized assessments.

Evaluation Data Sources: Evidence of planning documents, walkthroughs, etc

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Content Team Time will be conducted with a focus to monitor student growth and progress on achievement. **Strategy's Expected Result/Impact:** Content Team Time meetings and minutes will reflect the monitoring of student progress. **Staff Responsible for Monitoring:** Principal , Assistant Principals, Teachers				

 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: DJHS will ensure that 100% of students receive a comprehensive education, fostering well-rounded citizens through diverse academic and elective courses, extracurricular activities, and social/emotional support.

Evaluation Data Sources: Discipline data, counselors logs, groups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Dickinson JH will have various groups from the HS come to our CTE classes and give presentations on what is offered at the HS. **Strategy's Expected Result/Impact:** Increase student awareness of career pathways. **Staff Responsible for Monitoring:** Administration, CTE teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: DJH Counselors will provide services to all students supported by data and the comprehensive counseling program to ensure students are provided social and emotional support. **Strategy's Expected Result/Impact:** Increased student social and emotional well being. **Staff Responsible for Monitoring:** Counselors				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Referrals for noncompliance, disrespect and class disruptions will decrease by 15%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will participate in behavior intervention groups to provide support for students struggling with behavior. **Strategy's Expected Result/Impact:** Decrease in referrals by 15%. Increase in student attendance in academic classes, resulting in improved academic success **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 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 **Strategy's Expected Result/Impact:** RDA improvement on ISS/OSS placement of Special Education students. Decrease in the total number of office referrals by 15%. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.6				

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 Gator Grow time. **Strategy's Expected Result/Impact:** Overall reduction in office referrals **Staff Responsible for Monitoring:** Assistant Principal **Title I:** 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 2024-2025 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 **Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. **Staff Responsible for Monitoring:** Counselor **Title I:** 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. **Strategy's Expected Result/Impact:** Increase student awareness of drug prevention **Staff Responsible for Monitoring:** Counselor and outside agencies-BACODA				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: Student daily attendance will average 96% for the 2024-25 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strengthen and maintain an attendance committee that studies student attendance patterns and creates individualized plans of action for students with continued attendance issues. **Strategy's Expected Result/Impact:** Improve students attendance and academic success. **Staff Responsible for Monitoring:** Campus administration and committee				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Improve parent and community involvement on campus, through effective communication, committees, and events.

Evaluation Data Sources: Documentation of advertised opportunities
Attendance by parents/community members at campus activities
Informal tracking of attendance at activities, awards, and other campus events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Throughout the 2024-2025 school year parent meetings will be held at DJH in order to showcase student success as well as provide information sessions and academies to help strengthen the relationship between the school and the community. **Strategy's Expected Result/Impact:** Improve community involvement **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will use Schoology and Skyward to regularly communicate with students and parents during the year. DJHS will regularly update its website and social media platforms to provide parents with timely information and resources to stay engaged in their child's education. **Strategy's Expected Result/Impact:** Increased parent participation **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Leadership Team				

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: Every DJHS professional staff member will engage in professional development at both the campus and district levels to enhance their effectiveness in delivering first-time instruction and targeted interventions and extensions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional development and support opportunities will be provided during the school day (1-2 times 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. **Strategy's Expected Result/Impact:** Improved student performance on state tests by 10%. **Staff Responsible for Monitoring:** Campus instructional and support staff **Title I:** 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. **Strategy's Expected Result/Impact:** Improve campus instruction and students success on state tests **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Counselor and librarian will attend current, research-based professional development in order to provide effective student and staff services on campus. **Strategy's Expected Result/Impact:** Improve campus instruction and students success on state tests **Staff Responsible for Monitoring:** Counselor and librarian **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers instructing Gifted and Talented, Emergent Bilingual, and Special Education students will complete all required training or obtain necessary certifications and trainings. **Strategy's Expected Result/Impact:** Improve campus instruction and results in these populations **Staff Responsible for Monitoring:** Campus administration				

 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: DJH staff members will have opportunities each semester to complete surveys, providing feedback on campus strengths and areas for improvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Survey data will be reviewed and shared wit the staff to make necessary adjustments during the school year. **Strategy's Expected Result/Impact:** Increased culture and climate **Staff Responsible for Monitoring:** Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: All funds will be responsibly allocated through efficient and effective management of resources and operations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Principal will work with the campus secretary to ensure that all funds are appropriately spent and accounted for. **Strategy's Expected Result/Impact:** Accurate and appropriate spending and funding. **Staff Responsible for Monitoring:** Principal and principal secretary.				

 No Progress Accomplished Continue/Modify Discontinue

Dickinson Independent School District

Dunbar Middle School

2024-2025 Goals/Performance Objectives/Strategies

Mission Statement

Dunbar Middle School will continue to hire highly qualified, highly trained staff and continue to make research-based, data-driven decisions in seeking out and employing innovative programs and technology to increase student achievement.

Vision

Dunbar Middle School will continue to increase student performance for all students in all subjects and ensure that all students are learning at their full potential.

Value Statement

Children First!

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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.

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 strategies such as but not limited to Flocabulary and word walls. **Strategy's Expected Result/Impact:** Documented walk-through observations by administrators to observe literacy best practices and AVID strategies such as WICOR to show a positive impact on student success. **Staff Responsible for Monitoring:** All Teachers Academic Coaches Administration **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math teachers will implement the district math curriculum with fidelity in all classes to ensure student mastery of the Math TEKS. **Strategy's Expected Result/Impact:** Classroom walk-throughs and lesson plans will improve student performance in Math for all student groups on CAs, Benchmarks and STAAR **Staff Responsible for Monitoring:** Math teachers. Other: Academic Coaches, Curriculum Specialist **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers and support staff will provide small group and individualized instruction during WIN time and in core classes for all students who are not demonstrating mastery of concepts. **Strategy's Expected Result/Impact:** Instructional Support schedules, lesson plans, documented walk-throughs will indicate improvement in student performance in Math, reading and science on CAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Instructional Staff **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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 **Strategy's Expected Result/Impact:** Interventions will be provided to students who do not meet standards on assessments. **Staff Responsible for Monitoring:** Math and RLA Interventionists, Academic Coaches **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: We will provide Data PLC Meetings for core departments to conduct data analysis and instructional planning. **Strategy's Expected Result/Impact:** Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings. **Staff Responsible for Monitoring:** Teachers, Academic Coaches, Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

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 WIN Time. **Strategy's Expected Result/Impact:** Instructional Support schedules, lesson plans, documented walk-throughs, CA data analysis will indicate improvement in student performance in Math, reading/ SS and science on CAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Instructional Staff **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: All instructional staff will engage in weekly content-specific professional learning communities (PLC) to offer opportunities to learn and practice best instructional practices geared to improve student investment and engagement, instructional rigor aligned to DOK/TEKS, and classroom management strategies that build a warm and demanding school culture. **Strategy's Expected Result/Impact:** Weekly Lesson Planning and Professional Learning agendas and sign in sheets. Review of instructional practices embedded into the LP. Observations of instructional practices during classroom/ campus observations. **Staff Responsible for Monitoring:** Instructional Staff **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: DMS will purchase supplies for teachers to provide small-group remediation during STAAR Blitz and to support individual instruction in core classes for students who are not demonstrating mastery of concepts. **Strategy's Expected Result/Impact:** Instructional Support schedules, lesson plans, documented walk-throughs will indicate improvement in student performance in Math, reading, and science on CAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Instructional Staff **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 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 STAAR subject areas and 45% of the EL students will achieve Meets or better performance standard on STAAR Reading and Math.

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. **Strategy's Expected Result/Impact:** Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development will increase in ELL student scores on classroom assessments, CAs, benchmarks and STAAR. **Staff Responsible for Monitoring:** Instructional Staff, Asst. Principal, Principal **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will provide instruction using researched-based supplemental materials, consistent use of anchor charts, purchase programs such as Flocabulary, and implement research-based vocabulary strategies in all classrooms to support academic language development. **Strategy's Expected Result/Impact:** Anchor Charts and other instructional strategies evidenced in walkthroughs and observations. **Staff Responsible for Monitoring:** Classroom teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will continue to plan and implement learning intentions and success criteria with fidelity in all lessons, supported by professional development throughout the school year. **Strategy's Expected Result/Impact:** Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documented walk-throughs. Improved CAs, MAP and STAAR results for all students and improved TELPAS results for ELL students. **Staff Responsible for Monitoring:** Instructional Staff **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will accelerate instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for EL students based on common assessments, interim assessments, and STAAR during the school day. **Strategy's Expected Result/Impact:** Evidence of student growth on common assessments and STAAR **Staff Responsible for Monitoring:** Teachers, Instructional support staff **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

 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 and math STAAR.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will demonstrate consistent use of vocabulary strategies in instruction to support academic language development. **Strategy's Expected Result/Impact:** Documented walk-through data STAAR results for the economically disadvantaged student group. **Staff Responsible for Monitoring:** Campus Administrators **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will improve instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for students based on common assessments, interim assessments, and STAAR during the school day. **Strategy's Expected Result/Impact:** Evidence of student growth on common assessments and STAAR. **Staff Responsible for Monitoring:** Teachers, Instructional Support Staff **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Instructional Support staff will provide student intervention by providing targeted small group instruction for students not meeting standards on common assessments, interim assessments, and STAAR. **Strategy's Expected Result/Impact:** Evidence of student growth on CA. **Staff Responsible for Monitoring:** Teachers, Instructional Support Staff **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Life Skills teachers will attend professional from DISD Special Programs to learn key elements necessary for setting up and maintaining a self contained classroom that met standards based on the STAAR alt assessment. **Strategy's Expected Result/Impact:** Instructional Support schedules, lesson plans, documented walk-throughs, CA data analysis will indicate improvement in student performance in Math, reading/ SS and science on CAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Life Skills teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students identified with dyslexia will be served by teachers who have participated in appropriate, targeted training using Neihaus materials and district/campus created resources. **Strategy's Expected Result/Impact:** Reading level data (MAP, DRA). Student CA and STAAR results. **Staff Responsible for Monitoring:** Campus dyslexia teacher				

No Progress

Accomplished

Continue/Modify

Discontinue

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 95% daily.

Evaluation Data Sources: Student attendance reports will indicate students have a 97% attendance rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal. **Strategy's Expected Result/Impact:** Records of students who met the goal, lists of incentives and rewards. **Staff Responsible for Monitoring:** Counselor and Communities and Schools Partnership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis **Strategy's Expected Result/Impact:** Attendance records, campus counselor/social worker records, transportation logs. **Staff Responsible for Monitoring:** Homeless Liaison **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Foster care students will be provided with transportation to their school of origin. **Strategy's Expected Result/Impact:** Attendance records, campus counselor/social worker records, transportation logs. **Staff Responsible for Monitoring:** Counselor				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: 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.

Evaluation Data Sources: Evidence of training held

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Led by the counselor, lessons in homeroom and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc. **Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. **Staff Responsible for Monitoring:** Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will participate in Red Ribbon Week. **Strategy's Expected Result/Impact:** Schedule of events **Staff Responsible for Monitoring:** Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus interdisciplinary teams will develop a consistent set of expectations, rules and consequences through restorative practices. **Strategy's Expected Result/Impact:** Decrease in referrals **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students in ISS/OSS will participate in and complete targeted character-building lessons prior to returning to class. **Strategy's Expected Result/Impact:** Skyward ISS/OSS data collected every three months should show a reduction in repeat offenses. **Staff Responsible for Monitoring:** Administration				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: DMS will provide a safe and healthy learning and working environment for students, employees, and parents in accordance with the guidelines set forth by the Safety Response Protocol (SRP).

Evaluation Data Sources: Drill log sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus will participate in monthly drills aligned to SRP (Safety Response Protocol). **Strategy's Expected Result/Impact:** Safe and orderly drills within expected time frame. **Staff Responsible for Monitoring:** Campus Administrators				

 No Progress Accomplished Continue/Modify Discontinue

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. **Strategy's Expected Result/Impact:** PE, lesson plans and documented walk-through, observations. **Staff Responsible for Monitoring:** Administrators				

 No Progress Accomplished Continue/Modify Discontinue

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. **Strategy's Expected Result/Impact:** Increase in Parent Engagement **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings involving transitioning from elementary to middle school and middle school to junior high school. New students/families during the school year, are provided a tour of the school, if requested. **Strategy's Expected Result/Impact:** Documentation of fliers and attendance at parent meetings. Evidence of smooth transition of students to new schools at the beginning of the school via communication with receiving principal **Staff Responsible for Monitoring:** Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: DMS will provide a Curriculum Night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR. **Strategy's Expected Result/Impact:** Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend. **Staff Responsible for Monitoring:** Counselor, Academic Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: DMS, partnering with Communities in Schools, will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school. **Strategy's Expected Result/Impact:** Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

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. **Strategy's Expected Result/Impact:** Sign-in sheets from programs/parent meetings (resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will make available the English and Spanish versions of the Campus Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement Policy by making them accessible through various sources which include: the student handbook, the campus website, the campus library, and the district administration building in an effort to build parent engagement. **Strategy's Expected Result/Impact:** Increase in Parent Engagement **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: DMS will make English versions of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus library in an effort to build parent engagement. Spanish translation is available upon request. **Strategy's Expected Result/Impact:** Increase in Parent Engagement **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: In order to inform parents of their student's progress, teachers will send home team/teacher conference requests as needed; additionally, students will have parent/teacher conferences in accordance with the district calendar. **Strategy's Expected Result/Impact:** Sign-in sheets from meetings. Documented phone calls from teachers/ administrators. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: DMS will provide parents with timely information regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand. **Strategy's Expected Result/Impact:** Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. **Staff Responsible for Monitoring:** Principal and teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

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 **Strategy's Expected Result/Impact:** Retention rate of new staff **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers to the campus. **Strategy's Expected Result/Impact:** Meeting minutes. Retention of effective teachers. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: New to the profession teachers will participate in the DISD mentor/mentee program and will also meet with campus leaders at least once per nine weeks. **Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. **Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as trainings, certification classes and support from campus and district administration to obtain the necessary requirements for the job. **Strategy's Expected Result/Impact:** Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Campus Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Academic Coaches and Instructional Support will hold Special Education and ESL certification. **Strategy's Expected Result/Impact:** Evidence of attendance at certification training. SBEC records reflect certification. **Staff Responsible for Monitoring:** Campus Principal				

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: The number of teachers who are GT and ESL certified will increase by 10%

Evaluation Data Sources: Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers who work with advanced and/or GT students will attend 30 hours of core training in the area of gifted and talented education; in addition teachers will maintain their eligibility by receiving six hours of training yearly. **Strategy's Expected Result/Impact:** Number of teachers who meet the qualifications for GT certification. **Staff Responsible for Monitoring:** Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers who work with EL students will attend training to take the state's test for a certification in ESL. **Strategy's Expected Result/Impact:** Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. **Staff Responsible for Monitoring:** Teacher **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: The instructional leadership team will provide monthly professional development on instructional strategies of such as 7-Steps, Lead4ward, Visible Learning, PLC@work protocols, and participation will be documented on sign-in sheets

Evaluation Data Sources: Sign-In Sheets and Training Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance first time instruction to increase student achievement. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. **Staff Responsible for Monitoring:** Campus instructional and support staff **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus. **Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. **Staff Responsible for Monitoring:** Principal and Assistant Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

 No Progress 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. **Strategy's Expected Result/Impact:** Financial records **Staff Responsible for Monitoring:** Principal, Secretary				

 No Progress Accomplished Continue/Modify Discontinue

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. **Strategy's Expected Result/Impact:** Work orders entered and completed. **Staff Responsible for Monitoring:** Principal Secretary	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. **Strategy's Expected Result/Impact:** Work orders entered and completed. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students. **Strategy's Expected Result/Impact:** Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. **Staff Responsible for Monitoring:** Campus Principal	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Dickinson Independent School District

Barber Middle School

2024-2025 Campus Improvement Plan

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

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

Demographics

Demographics Summary

Leader: Kristi Brasel

Committee members: Sandra Cavazos, Alyssa Traywick, Kayce Gilbreath, Kishwar Qureshi, Daniel Mafnas, J. Reyes

Date: April 8, 2024

Summary:
John and Shamarion Barber Middle School is a Title I campus in Dickinson Independent School District. Barber Middle School opened its doors in August of 2008 and serves predominantly low socioeconomic families. Barber middle school serves approximately 620 students in grades 4 and 5. Our student body is made up of 51.45% (319) female and 48.55% (301) male. Broken down by ethnicity the student populations are as follows: 397 Hispanic (64%), 153 White (24.68%), 52 African American (8.32%), 11 Two or more (1.77%), 3 Asian (>1%), 3 American Indian - Alaskan Native (>1%%), and 1 Native Hawaiian-Pacific Islander (>1%) . Of our 620 students, 476 are listed as economically disadvantaged with 450 using the free meal program. The average daily attendance rate for students is 94%.

Since August 23, 2023, we have had 59 student withdrawals to other schools within or outside of our district and 80 new enrollees.

There were a total of 480 discipline referrals in the 3rd 9 weeks. 254 of these are office referrals. Of these 254 office referrals, 72 were female and 182 were male. 120 were from 4th grade and 134 were from 5th grade. Breaking our data down by number of offenses we have 83% of our students who have not received a write up.

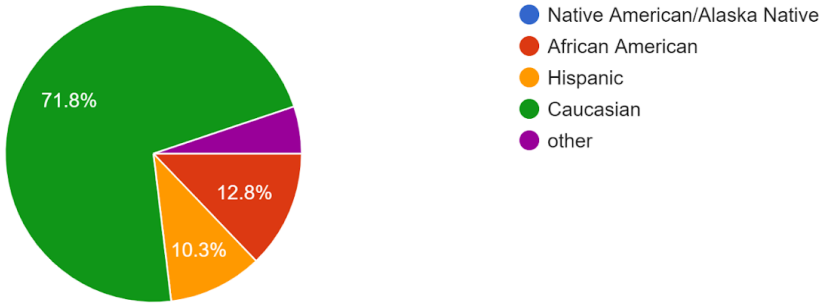
John and Shamarion Barber Middle School Campus serves 37 504 students, 103 Special Education students, 54 Gifted and Talented students, 87 STEM students. Our campus is in its 9th year of implementation of the STEM program at our campus.

Our teacher demographics are varied as well. 39 teachers completed the demographics survey. According to the survey results, at Barber Middle School 17.9% of teachers have 20 or more years of experience, 20.5% with 11-20 years of experience, 35.99% with 6-10 years of experience, 25.6% with 1-5 years of experience, and 0% of first-year teachers. It appears our 2 first year teachers did not fill out the survey. In addition to teachers initial certification we have 25 teachers with ESL certifications, 18 with Gifted and Talented certifications, 15 with SPED certifications, and 2 with Bilingual certifications. 15 teachers listed having “other” certifications on top of those listed.

Teacher Demographics:

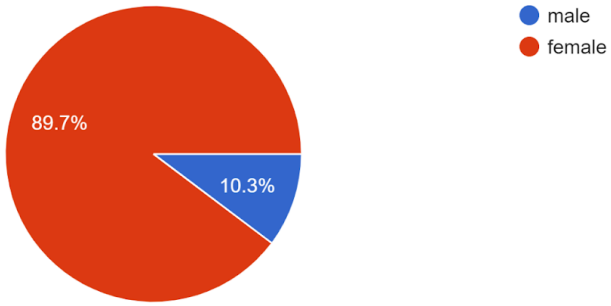
Race/Ethnicity

39 responses



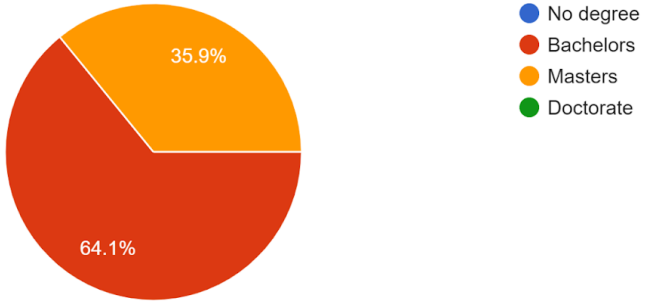
Gender

39 responses



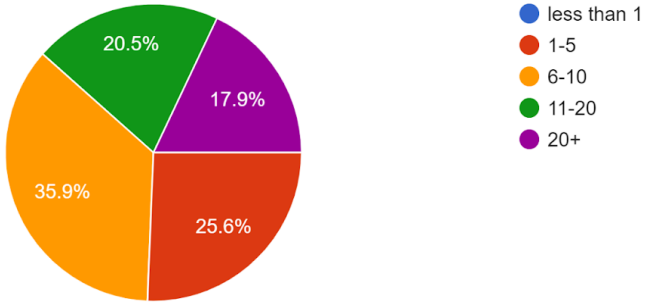
Highest Degree Earned

39 responses



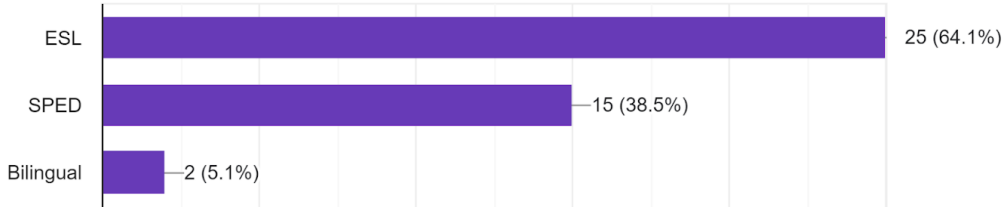
Years of Experience

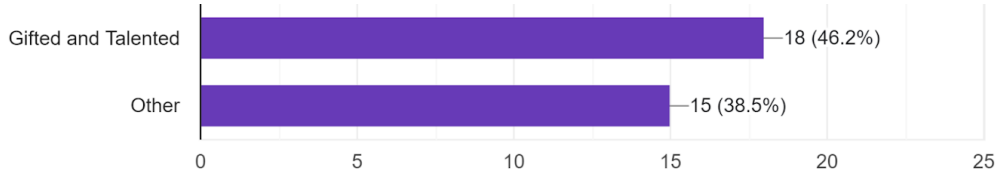
39 responses



Additional Certifications

39 responses





Demographics Strengths

Campus Strengths:

- 84% of students have not had a discipline referral
- 38% of staff have 11 or more years of experience
- Diverse students populations
- Over 64% of our staff are ESL certified
- Bilingual program for 4th grade is being added for 5th grade next year.
- Continued support and use 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
- Encouraging rewards for grades and attendance
- Barber has supportive Administration that acts on teacher/student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): The BMS attendance rates are low when compared to other DISD campuses and similar schools in other districts, which has an adverse effect on student achievement. **Root Cause:** Changes in how the community feels about school attendance and illness management, transportation issues, and changes in the prevalence of mental health concerns.

Student Achievement

Student Achievement Summary

Facilitator:
Rina White

Committee Members:
Andrea Bright, Michael Fontaine, Karen Lemelle, Maria Pedraza, and Tisha Thibodeaux

Date: April 3, 2024

Location: Bright's Classroom

Summary:
Overall, there was a lot of growth at Barber Middle School during the 2022-2023 school year. Though 5th grade reading digressed in all reporting categories other than meets, their data was still parallel to the rest of the district. 6th grade reading grew 21% in meets and 11% in masters. Their data was also parallel to the district in every category but masters, they outperformed the district.

Though 5th grade math digressed in their percent of passing and mastery, they increased their meets by 7% and their scores were parallel to the rest of the district other than being behind in mastery. 6th grade math increased their passing rate by 5%, meets by 2%, and masters by 13%. They also outscored the right of the district in their passing rate: BMS had 84% pass, Dunbar had 66% pass, and Lobit 72% passing.

Overall, Barber's lowest scoring subpopulation is students classified under SPED. Though it is the lowest, both reading and math showed growth in the passing rate of students classified under SPED. Overall, Barber did show a lot of growth and high passing rate, there still is a deficit in our students reaching the mastery level.

Student Achievement Strengths

Strengths:

- Implementing a strong, consistent, targeted and individualized intervention block.
- Prioritizing small groups and making them more targeted and implemented consistently.
- Utilizing technology for a self-checking system for students (Formative and IXL).
- Implementing consistent rewards and incentives.
- Utilizing paras and co-teachers strategically.
- Growing in being more fluid with implementing the RTI multi-tiered system.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students achieving "masters grade level" on STAAR is below our expectations. Students who achieved "masters grade level" the previous year are not always receiving the same score the following year. **Root Cause:** Teachers need additional support with differentiating instruction for students who are ready for extension.

Problem Statement 2 (Prioritized): Not all students are making one year of progress, when measured on state and local assessments. **Root Cause:** Excessive absences are negatively impacting the achievement levels of many students. A systematic approach to increasing attendance rates is needed. Students need support in catching up after an absence.

School Culture and Climate

School Culture and Climate Summary

Leader: Alex Tews

Date: April 19, 2024

Committee Members: Latricia Cash-Peace, Brittany George, Regina Linkey, LaErica Pickens, Heather Tobias

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 communication, staff and student interactions, campus-wide routines and procedures, and 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 gave constructive suggestions to add to or adjust our existing procedures (as seen in the suggestions below).

School Culture and Climate Strengths

Campus Strengths:

- Consistent and structured approach to school-wide behavior (80% of staff surveyed agree)
- Staff receives sufficient support when dealing with difficult students and discipline problems (85% of staff surveyed agree)
- Routines and procedures in common areas are effective (90% of staff surveyed agree)
- Administration communicates effectively to staff (98% os staff surveyed agree)
- Positive interactions between staff-to-staff, staff-to-student, and administration-to-staff/student
- Staff feels supported by administration
- Professional Learning is effective, relevant, and practical for implementation
- Parent communication is strong

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students often misbehave more for a substitute teacher when compared to the teacher of record. **Root Cause:** Substitute teachers need more support and frequent monitoring to intercept misbehavior quickly. Substitute teachers need to be made aware of the consequences they may assign and which staff members are available to support student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leader: Chelsea Winters
Committee Members: Patricia Allen, Barbara Erdberg, Erica Lacey, Tonya Partida, Laura Teatsworth, Chad Hulse, Justin Wilson
Date Committee Met: April 3rd, 2024

Summary: BMS has a reputable history as a Model PLC Campus and a US News Best Middle School of 2024 and 2018. We meet the district requirements of interviewing and employing highly qualified teachers, instructional paraprofessionals, interventionists, 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 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 that participate in the PLC process,, academic/instructional coaches, interventionists, 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.

Retention rates are historically high and teachers participate in weekly professional learning that covers a variety of topics based on campus needs using research based strategies from Lead4ward, 7 Steps, Solution Tree, etc. We meet regularly for faculty meetings and PLC's to learn about these various instructional tools.

Staff Quality, Recruitment, and Retention Strengths

Campus Strengths:

- Model PLC Campus
- US News Best Middle Schools 2024
- Teacher turnover is historically low
- Professional development is offered on the district and campus level (virtually and face to face)
- Supportive district and campus wide novice teacher programs
- Buddy teacher system for experienced teachers who are new to Barber
- Monthly observation of colleagues via Mining for Gold
- Para Bootcamp
- Healthy staff culture
- Campus wide goals, expectations, and procedures
- Supportive and knowledgeable administration

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is not sufficient or ongoing training to cover the accommodations available, documentation required, and referral processes for SPED, RTI, LPAC, and 504 services. **Root Cause:** The district doesn't have a defined system in place and campuses are expected to create their own systems. Oftentimes, we assume teachers know what is expected of them, but they need explicit training.

Problem Statement 2 (Prioritized): The current staffing composition lacks adequate representation of male employees. **Root Cause:** More male teachers traditionally apply to work at junior highs and the high school due to the age of the students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Christy Littleton
Committee Members: Teresa Challenger, Kaylee Hawkins, Susan McKeon, Shannon Smiers, Breanna Villaloboz
Date Committee Met: April 3, 2024

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.

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, Amplify, and IXL. Tier 3 intervention is provided through the aforementioned programs all throughout the day at different scheduled times.

Curriculum, Instruction, and Assessment Strengths

Campus Strengths:

- Common formative assessment implementation
- Data analysis protocols
- Chromebook carts in every classroom
- Schoology
- IXL - math intervention at all tiers
- Intentional planning focused on 4 PLC questions
- Interdisciplinary support within college conference teams
- Library support with essential standards
- Improved morning intervention time by incorporating small groups into GGT
- Access to a variety of resources - more than ever before
- Multiple instructional strategies provided during professional learning
- Potty PD
- Sustaining the PLC @ Work framework
- Mining for gold
- Identified essential standards to guide instruction
- Career Day
- College tours, character, culture, career on Mondays
- Literacy Night/Bilingual Literacy Night
- STEM - personality/strength assessment for potential career types
- Math & Science Night
- A focus on Tier 2 in class
- Implementation of KAT/WeWrite across RLA, social studies

- 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 addition of Formative to assist in streamlining instruction and assessment
- Access to StemScopes & iReady
- Access to AI to help support instruction
- Implemented CBAs
- Amplify - RLA

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): 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, lack of time for pull out support, and lack of a streamlined process from the district.

Parent and Community Engagement

Parent and Community Engagement Summary

Leader: Melissa Carpenter

Committee Members: Sharon Coffey, Ryan Janak, Roneisha Murray, Karen Smith, Kimi White

Date Committee Met: April 3, 2024

Summary:

Parents have many opportunities throughout the academic school year to be involved in campus activities such as math and science curriculum night, literacy and bilingual night, meet the teacher, donuts with grownups, treats with my sweets, and fine arts performances. 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 including College and Career Day, curriculum nights, and other parent events, and provide promotional items. The principal prepares and sends out a monthly newsletter of campus happenings in English and Spanish. The campus has several translators available for our Spanish-speaking parents for phone calls, meetings, and presentations. Communities in Schools serves as a liaison between many community partners and our students' families to fill some of their many needs including bringing in mentors for some of our students.

Parent and Community Engagement Strengths

Campus Strengths:

- Effective communication in English and Spanish with families regarding campus events and student progress/concerns with the use of technology such as email, newsletters, Facebook, Remind101, Talking Point, Class Dojo
- Active social media presence
- Success with certain events like Donuts for Grown-Ups, choir program, Math & Science Night
- Hosted more events than required

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Need for alternative communication methods beyond email, such as text messaging **Root Cause:** Many parents do not check email and miss many important school announcements; some parents expect paper copies (fliers) to be sent home regarding upcoming events and important information

Problem Statement 2 (Prioritized): Declining interest in events in the spring semester with children's extracurricular activities during the spring.

Root Cause: Parents become disengaged after the spring semester; parents may be busier

School Context and Organization

School Context and Organization Summary

Leader: Jenna McClung

Committee Members: Christi Cossey-Wallace, Valerie Kenney, Allison Overton, Zylia Stearns, Justin Wilson

Date Committee Met: April 3, 2024

Summary:

John and Shamarion Barber Middle School cultivates a nurturing and structured educational setting, prioritizing safety and organization while fostering high standards for both faculty and students. Our curriculum is designed to inspire and challenge, adhering closely to the Texas Essential Knowledge and Skills (TEKS) to propel student development and readiness for future academic and career pursuits. With meticulous attention to daily operations, including duty assignments and scheduling, we guarantee a secure environment and optimize instructional time. The implementation of district and campus initiatives such as PBIS, daily intervention sessions, Safe & Civil practices, and Solution Tree frameworks is spearheaded by dedicated educators and administrators. These initiatives serve to uphold uniform procedures across the school, aligning with overarching educational objectives. Collaboration among staff and administration ensures ongoing refinement of operational protocols to enhance the academic achievements of all students.

There were a total of 35 Safe & Civil concerns that have been reported this year. The top 3 concerns were staff and lunch expectations (29%), staff and student daily dismissal expectations (20%), and staff and student restroom expectations (20%). Other concerns that were reported as a campus were: concerns with Gator Grow Time, breakfast procedures and expectations, substitute expectations, breakfast procedures, counseling, faculty meeting norms, and monitoring of the students by staff. Each category represented less than 9% of the reports.

Barber Middle School recently underwent significant changes in staff composition due to grade level transitions within the district and the introduction of new administrative personnel. The school welcomed new teachers and administrators requiring adjustment to new roles and responsibilities. These changes brought both challenges and opportunities for the school community as they adapted to these revisions.

School Context and Organization Strengths

- **Campus Strengths:**
  - Improved daily scheduled intervention time with content specific days, targeted groups, and intentionally planned and use of all teachers and paraprofessionals (revised from last year to fit the needs that were indicated by staff).
  - Clearly documented roles and responsibilities of leaders on campus available to all staff members to reference as support
  - 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)implemented routinely to combat behaviors
  - Barber offers a variety of extracurricular activities
  - Teachers and students routinely utilize the PLC assessment cycle to 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.

- Campus routines and procedures are explicitly written and documented in the BMS shared drive
- 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 (Prioritized): Although the routines and procedures are explicitly written, documented, shared, and revisited, staff members lack consistency with reinforcing duty expectations. **Root Cause:** Despite the clearly outlined routines and procedures and staff members to implement these duties, the root causes of certain issues persist due to inconsistency in reinforcing duty expectations among staff members. This can be attributed to the absence of accountability within the organizational structure. This deficiency becomes apparent in the areas of monitoring students, preparing for duties

Technology

Technology Summary

Leader: Sheri Strickland
Committee Members: Kandi Dansby, Kourtney Klima, Jennifer Overton, Gina Surovik, Traci Zamarripa
Date: April 3, 2024

Summary: At Barber Middle School, all content classes are equipped with classroom chromecart to utilize for instruction. All classrooms, with the exception of some H-Hall classes or small rooms, have a teacher computer, document camera, projector, and optional 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. Classroom 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. 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. Classroom teachers are learning to utilize AI tools in their lessons.

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
- Classroom teachers use Schoology, Formative and IXL regularly
- Students have access to ST Math, IXL, Learning Ally, EPIC!, Amplify, Formative, Senso 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. This is also accessible from home.
- 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 (Prioritized): All staff are not aware of technology aides to assist them. Some examples include; Mimeos, Pebble Go/Pebble Next, SWIVELS, etc* **Root Cause:** There is not proper training or appropriate follow-up support for the use of these devices and software, which does not follow the TPACK process.

Problem Statement 2 (Prioritized): Headphones break frequently and we often don't have the proper headphones for testing, such as TELPAS. **Root Cause:** We need to do an inventory of working headphones, lack of training for staff and students for the required use. Students should have their own compatible headphones for use at school.

Priority Problem Statements

Problem Statement 1: Our students are lacking skills for conflict resolution, which has increased the number of discipline referrals, specially in males.

Root Cause 1: The campus lacks necessary personnel, training, and resources to help with student conflict resolution and behavior management.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The BMS attendance rates are low when compared to other DISD campuses and similar schools in other districts, which has an adverse effect on student achievement.

Root Cause 2: Changes in how the community feels about school attendance and illness management, transportation issues, and changes in the prevalence of mental health concerns.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of students achieving "masters grade level" on STAAR is below our expectations. Students who achieved "masters grade level" the previous year are not always receiving the same score the following year.

Root Cause 3: Teachers need additional support with differentiating instruction for students who are ready for extension.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Not all students are making one year of progress, when measured on state and local assessments.

Root Cause 4: Excessive absences are negatively impacting the achievement levels of many students. A systematic approach to increasing attendance rates is needed. Students need support in catching up after an absence.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students often misbehave more for a substitute teacher when compared to the teacher of record.

Root Cause 5: Substitute teachers need more support and frequent monitoring to intercept misbehavior quickly. Substitute teachers need to be made aware of the consequences they may assign and which staff members are available to support student behavior.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: There is not sufficient or ongoing training to cover the accommodations available, documentation required, and referral processes for SPED, RTI, LPAC, and 504 services.

Root Cause 6: The district doesn't have a defined system in place and campuses are expected to create their own systems. Oftentimes, we assume teachers know what is expected of them, but they need explicit training.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: The current staffing composition lacks adequate representation of male employees.

Root Cause 7: More male teachers traditionally apply to work at junior highs and the high school due to the age of the students.

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

Problem Statement 8: 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 8: The biggest cause for this is a lack of resources, lack of time for pull out support, and lack of a streamlined process from the district.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Need for alternative communication methods beyond email, such as text messaging

Root Cause 9: Many parents do not check email and miss many important school announcements; some parents expect paper copies (fliers) to be sent home regarding upcoming events and important information

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Declining interest in events in the spring semester

Root Cause 10: Parents become disengaged after the spring semester; parents may be busier with children's extracurricular activities during the spring.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Although the routines and procedures are explicitly written, documented, shared, and revisited, staff members lack consistency with reinforcing duty expectations.

Root Cause 11: Despite the clearly outlined routines and procedures and staff members to implement these duties, the root causes of certain issues persist due to inconsistency in reinforcing duty expectations among staff members. This can be attributed to the absence of accountability within the organizational structure. This deficiency becomes apparent in the areas of monitoring students, preparing for duties

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: All staff are not aware of technology aides to assist them. Some examples include; Mimeos, Pebble Go/Pebble Next, SWIVELS, etc*

Root Cause 12: There is not proper training or appropriate follow-up support for the use of these devices and software, which does not follow the TPACK process.

Problem Statement 12 Areas: Technology

Problem Statement 13: Headphones break frequently and we often don't have the proper headphones for testing, such as TELPAS.

Root Cause 13: We need to do an inventory of working headphones, lack of training for staff and students for the required use. Students should have their own compatible headphones for use at school.

Problem Statement 13 Areas: Technology

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

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
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: May 13, 2024

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

Performance Objective 1: In reading and math, all students will increase their STAAR performance by 1 level, or maintain their masters grade level performance.

Evaluation Data Sources: Domain I (Achievement) and II (School Progress) on STAAR Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will track their own data on mastery of essential standards so that students take ownership of their own learning by setting goals in order to become more self-directed learners. **Strategy's Expected Result/Impact:** Data Tracking Sheets will show student progress over time; data conferences with coaches and teachers will verify that students understand their performance and are setting and achieving instructional goals. **Staff Responsible for Monitoring:** Campus Team Leaders - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Content teams will conduct data analysis after each common formative assessment and use the results for purposeful instructional planning, intervention planning, and individual student growth planning. **Strategy's Expected Result/Impact:** Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings; Use of Looking at Student Work Protocol, as well as the Lesson Tuning Protocol **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will implement best-practice ELA strategies including We Write, KAT, and independent reading with individual conferences. Teachers in Social Studies classrooms support these literacy measures. **Strategy's Expected Result/Impact:** Documented walk-through observations by Administrators. **Staff Responsible for Monitoring:** ELA Staff - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Contracted Service Providers - 211-Title IA, Contracted Service Providers - 255-Title IIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Math teachers will implement the district math curriculum with fidelity to ensure student mastery of the Math TEKS. **Strategy's Expected Result/Impact:** Classroom walk-throughs and lesson plans. Improved student performance in Math for all student groups on CBAs and STAAR. **Staff Responsible for Monitoring:** Math Curriculum Specialists, Math Department teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers and support staff will provide small group and individual instruction in core classes for students who are not demonstrating mastery of essential standards. **Strategy's Expected Result/Impact:** Instructional Coach schedules, lesson plans, documented walk-throughs. Improved student performance in Math, reading and science on CBAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Instructional Staff - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 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. **Strategy's Expected Result/Impact:** Data analysis documentation of successful intervention activities. Observation of classroom mentoring by walk- through observations and lesson plans. Improved STAAR performance for at-risk students. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** - 211-Title IA, - IDEA B				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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. **Strategy's Expected Result/Impact:** Increased student performance in reading and writing, alignment of what is written, taught, and tested **Staff Responsible for Monitoring:** ESC Curriculum specialists **Funding Sources:** - Local Funding				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Students who do not meet standard on 4th/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. **Strategy's Expected Result/Impact:** Documentation of interventions provided to students. Students who meet standard after 2nd and 3rd administration of STAAR Reading and/or Math. **Staff Responsible for Monitoring:** ELA and Math Team leaders **Funding Sources:** - 199-SCE, - Local Funding				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Campus instructional coaches will coach teachers on best practice and effective instruction through coaching cycles. Coaches will use elements of coaching from resources such as Get Better Faster, Lead4ward, etc. **Strategy's Expected Result/Impact:** Documentation of coaching time will result in improved classroom instructional practice. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Teachers will demonstrate instruction at the appropriate level of rigor on the TEKS supported by on-going professional development provided by the campus, as well as Elementary and Secondary Curriculum Specialists. **Strategy's Expected Result/Impact:** Lesson plans and instruction will be aligned with the TEKS. **Staff Responsible for Monitoring:** Admin, Curriculum Specialists, Campus Coaches				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Students identified with dyslexia will be served by teachers and dyslexia specialists who have participated in appropriate, targeted training for dyslexia instruction. **Strategy's Expected Result/Impact:** Reading level data (STaR, DRA). Student CBA and STAAR results. **Staff Responsible for Monitoring:** Dyslexia Specialist				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Teachers will engage students in personalized learning pathways in math and reading using digital resources, such as IXL and iReady Personalized Instruction, to address each student's individual learning gaps. **Strategy's Expected Result/Impact:** Increased performance on CAs, CBAs, and STAAR tests **Staff Responsible for Monitoring:** Reading/Math teachers, coaches, and interventionists **TEA Priorities:** 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: 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: Dual language teachers will demonstrate consistent application of the DISD instructional model in all dual language classrooms. **Strategy's Expected Result/Impact:** Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in ELL student scores on classroom assessments, CBAs, benchmarks and STAAR. **Staff Responsible for Monitoring:** Campus Administrators - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will consistently use research-based vocabulary strategies, specifically "7 Steps to a Language Rich Classroom" in all classrooms to support academic language development. **Strategy's Expected Result/Impact:** Use of vocabulary strategies evidenced in walkthroughs and observations. **Staff Responsible for Monitoring:** Classroom teachers - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will continue to plan and implement both TEKS, ELPS, and language objectives with fidelity in all lessons, supported by professional development throughout the school year. **Strategy's Expected Result/Impact:** Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documented walk-through. Improved CBAs and STAAR results for all students and improved TELPAS results for ELLs. **Staff Responsible for Monitoring:** Instructional Staff **Funding Sources:** - 211-Title IA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All current instructional staff will be expected to have completed ELPs and Seven Steps Professional Learning by August 2024. **Strategy's Expected Result/Impact:** Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to ELLs on STAAR reading, math, and science, **Staff Responsible for Monitoring:** Campus administrators **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers in need of an ESL certification will participate in training opportunities provided by the district to prepare them for the ESL certification exam. **Strategy's Expected Result/Impact:** Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification. **Staff Responsible for Monitoring:** Classroom teachers **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Bilingual teachers, bilingual paraprofessionals, and our Bilingual Specialist will collaborate to plan effective instruction, as well as work with students on individual needs using resources such as K-12 Summit. **- TEA Priorities:** 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 3: 100% of students in Special Education will improve their scores toward meeting standard on the reading, math, and science STAAR, and make at least one year's growth.

Evaluation Data Sources: Academic IEP goals met for all students. State and federal safeguards met.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will demonstrate consistent use of research-based vocabulary strategies in instruction to support academic language development. **Strategy's Expected Result/Impact:** Documented walk-through data IEP goals and STAAR results for the special education student group. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will individualize instruction supported by coaches, support staff, paraprofessionals , and supplemental materials for students based on IEP goals, performance on common assessments and STAAR during the school day. **Strategy's Expected Result/Impact:** Lesson plans, documented walk-throughs. Increase in student performance on individual SEs identified for improvement. **Staff Responsible for Monitoring:** All teachers serving identified Special Education and at-risk students. **Funding Sources:** - IDEA B, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will provide consistent use of language acquisition strategies and effectively use instructional resources in all instruction. **Strategy's Expected Result/Impact:** ELPS strategies seen in walk throughs and observations. Improvement of special education student scores throughout the school year. **Staff Responsible for Monitoring:** Classroom teachers **Funding Sources:** - 211-Title IA, - IDEA B, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will implement an effective co-teach inclusion support model for special education students in the general education classroom. **Strategy's Expected Result/Impact:** Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve. **Staff Responsible for Monitoring:** Classroom teachers **Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding				

No Progress

Accomplished

Continue/Modify

Discontinue

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 4th and 5th grade students will participate in a physical education class. **Strategy's Expected Result/Impact:** Improved health and fitness through Fitness Gram conducted in the Spring **Staff Responsible for Monitoring:** PE teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: BMS students will engage in activities that promote college and career readiness. **Strategy's Expected Result/Impact:** Increase in student achievement, motivation, interest in college and career **Staff Responsible for Monitoring:** Campus administration, District administration, teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will be provided with necessary supplies and resources to promote STEAM-focused activities including robotics. **Staff Responsible for Monitoring:** Campus and district administration, librarian, teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The campus will utilize character building and citizenship resources such as Character Strong, Restorative Practices, and Safe and Civil to create campus wide lessons and learning for students. **Staff Responsible for Monitoring:** Counselor, administration, teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: The average daily attendance for students will be 95% or higher for each 6-week reporting period.

Evaluation Data Sources: Student attendance reports will indicate students have a 95% attendance rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal. **Strategy's Expected Result/Impact:** Records of students who met the goal, lists of incentives and rewards. **Staff Responsible for Monitoring:** Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis **Strategy's Expected Result/Impact:** Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance. **Staff Responsible for Monitoring:** Counselor, District Social worker **Funding Sources:** - 211-Title IA, - Local Funding				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The total number of discipline referrals will decrease by 10%, with physical aggression/fighting offenses decreasing by 50%.

Evaluation Data Sources: Skyward referral data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus interdisciplinary teams, along with parent input, will develop a consistent set of expectations, rules and consequences that follow campus procedures and routines. **Strategy's Expected Result/Impact:** Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups. **Strategy's Expected Result/Impact:** Skyward ISS/OSS data collected every 3 months. PBMAS improvement on ISS/OSS placement of Special Education students. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through the guidance of the Safe and Civil team, the campus will implement campus-wide discipline system, as well as campus wide expectations and procedures to keep the school running safely and efficiently. "SWAMP" lessons on the core values of BMS - self-control, worth, accountability, motivation, perseverance - will be taught each week during homeroom time. **Strategy's Expected Result/Impact:** Documentation on student referrals **Staff Responsible for Monitoring:** Assistant Principal				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: 100% of students and staff will receive required instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, conflict resolution, drug and violence prevention, character building, etc.

Evaluation Data Sources: Evidence of trainings held.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Led by the counselor, lessons and/or assemblies will be implemented to address bullying prevention, conflict resolution, drug and violence prevention, harassment, etc. **Strategy's Expected Result/Impact:** Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will participate in Red Ribbon Week which focuses on drug prevention. **Strategy's Expected Result/Impact:** Schedule of events. Survey of students. **Staff Responsible for Monitoring:** Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All staff members and students will be trained and participate in Restorative Practices. **Strategy's Expected Result/Impact:** Increased positive relationships between teachers and students, and students and students. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All students and staff will participate in ongoing training on the Standard Response Protocol and student safety measures. **Strategy's Expected Result/Impact:** Increased awareness of what to do in emergency situations **Staff Responsible for Monitoring:** All staff, Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Increase levels of participation and communication between school and parents and community members by communicating school engagement activities to 100% of parents.

Evaluation Data Sources: Sign-in sheets will be used to document attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: BMS will actively recruit more involvement by parents of EL students through parent events and trainings. **Strategy's Expected Result/Impact:** Parent attendance at meetings, increased student academic performance in class and on local and state assessments. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - 211-Title IA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus provides interpreters for 2nd language families at ARDs and LPAC meetings at campus programs or meetings. Additionally, interpreters are available for phone calls, parent conferences, and by request. **Strategy's Expected Result/Impact:** Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus will encourage and actively recruit parents, business and community members to participate on campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation. **Strategy's Expected Result/Impact:** Meeting sign-in sheets at activities. Increased volunteers for BMS actively engaged in improving BMS academic goals. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: BMS will have a Parent Engagement Coordinator that will be in charge of coordinating parent engagement activities on campus. There will be a focus on Family Literacy Services and community participation. **Strategy's Expected Result/Impact:** Increase the level of parent participation **Staff Responsible for Monitoring:** Counselor, Campus Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Staff members' web pages and Schoology pages will be kept current and used to communicate with both parents and students. **Strategy's Expected Result/Impact:** Increase communication between school and home **Staff Responsible for Monitoring:** Campus Administration, teachers				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Campus will engage 100% of parents in supporting student learning and awareness of career and college readiness.

Evaluation Data Sources: Parent attendance at events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parent/teacher conferences will be held periodically throughout the school year in order to inform parents of their child's progress; these could be virtual, in-person, or by phone. **Strategy's Expected Result/Impact:** Sign-in sheets from meetings. Documented phone calls from teachers/ administrators. **Staff Responsible for Monitoring:** Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings if they are: transitioning from elementary to BMS, transitioning from BMS to junior high school, transitioning from out of district , home schooling or private schools to BMS. **Strategy's Expected Result/Impact:** Documentation of fliers and attendance at parent meetings. Evidence of smooth transition of students to new schools at the beginning of the school via communication with sending or receiving principal. **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: If an author can be booked, BMS will host an Author visit for parents and students to support the campus literacy initiative. **Strategy's Expected Result/Impact:** Documentation of sign-in sheets of parents and students attending. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: BMS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand. **Strategy's Expected Result/Impact:** Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: BMS will provide both a fall and spring curriculum night for parents and students. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR. **Strategy's Expected Result/Impact:** Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend. **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - 211-Title IA - 6499, - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: In March, BMS will host a College Day for parents and all students. **Strategy's Expected Result/Impact:** Student attendance at College Day. Number of parent volunteers. **Staff Responsible for Monitoring:** Principal, counselor, and lead teachers **Funding Sources:** - Local Funding				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: BMS, partnering with Communities in Schools , will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school. **Strategy's Expected Result/Impact:** Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **Funding Sources:** - 199-SCE				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: BMS staff and parents will receive resources/training on how to effectively communicate to ensure quality education for every student and the importance of parent input and support. **Strategy's Expected Result/Impact:** Sign-in sheets of trainings for teacher. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. Sign-in sheets of trainings with faculty. EOY parent and teacher surveys indicating improved communication. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Outside Agency				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Parents will be given the opportunity to participate in BMS online surveys **Strategy's Expected Result/Impact:** Surveys released for input. Results and analysis of surveys. **Staff Responsible for Monitoring:** Assistant Principal **Funding Sources:** - No Funding Required				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: BMS will establish a PTO and grow the membership in order to raise funds for staff and students, while also building a connection between the community and the campus.

Evaluation Data Sources: PTO meeting attendance sheets, fundraising totals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The PTO will recruit new members through a Facebook page, emails, and booths at campus events. **Strategy's Expected Result/Impact:** Increased membership in the PTO **Staff Responsible for Monitoring:** Members of the parent involvement committee				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The school will facilitate fundraisers for PTO to raise money for staff and students. **Strategy's Expected Result/Impact:** Money will be raised to purchase supplies to assist with student learning opportunities. **Staff Responsible for Monitoring:** Campus administration				

 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: In the spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate as well as support from mentor teachers, team members, department members and administration.

Evaluation Data Sources: 100% of the teachers will complete the survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An anonymous survey will be created by the administrative team with input from campus leaders and staff. **Strategy's Expected Result/Impact:** Survey distributed to staff once each semester. Majority of surveys will be positive. **Staff Responsible for Monitoring:** Campus principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus discussions will be held to review the data collected after each staff survey; collaborative action plans will be created and implement to improve focus areas. **Strategy's Expected Result/Impact:** Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion. **Staff Responsible for Monitoring:** Campus principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 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. **Strategy's Expected Result/Impact:** Retention rate of new staff. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers. **Strategy's Expected Result/Impact:** Meeting minutes. Retention of effective teachers. **Staff Responsible for Monitoring:** Campus administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: New to the profession teachers will participate in the DISD mentor/protege program and will also meet with campus leaders at least one time per nine weeks. **Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. **Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration to meet BMS's current 100% highly qualified status. **Strategy's Expected Result/Impact:** Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: All Instructional Coaches and Instructional Interventionists will hold Special Education and ESL certification. **Strategy's Expected Result/Impact:** Evidence of attendance at certification trainings. SBEC records reflect certification. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding, - 255-Title IIA, - IDEA B, - Local Funding				

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. **Strategy's Expected Result/Impact:** Number of teachers who meet the qualifications for GT certification. **Staff Responsible for Monitoring:** Campus principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Professional development - Local Funding - 6411				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Selected staff will attend ESL training and take the ESL Certification test. **Strategy's Expected Result/Impact:** Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. **Staff Responsible for Monitoring:** Campus principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA, - Local Funding				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 4: 100% of teachers will seek and participate in a minimum of two researched-based professional development areas addressing an area of their students needs in any of the following areas: improvement of student achievement, balanced literacy, increase student language proficiency, improve student critical thinking skills in all core content areas, improve student expository writing, meet the needs of special education students in a fully inclusive setting, writing across the curriculum, effective use of instructional time, strategies for ELL students, data analysis to improve student achievement, active student engagement, effective planning, PBIS, RTI, PLC, or creating formative assessments .

Evaluation Data Sources: Staff certificates for training attended and evidence of the implementation of strategies in classroom walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance instruction in order to increase student achievement for all students. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. **Staff Responsible for Monitoring:** Campus instructional and support staff **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA B, - Outside Agency				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus. **Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers, administrators, and support staff will participate in ongoing professional learning through Lead4ward, Teach Like a Champion, TAMU, and Solution Tree. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. **Staff Responsible for Monitoring:** Campus admin and instructional staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Counselor and librarian will attend current, research-based professional development in order to provide effective student services on campus. **Strategy's Expected Result/Impact:** Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Recruit, support, retain teachers and principals				

No Progress

Accomplished

Continue/Modify

Discontinue

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 fourth and fifth grade students will participate in a technology class as a part of a rotating elective block. **Strategy's Expected Result/Impact:** Enrollment in a computer application course for all students. **Staff Responsible for Monitoring:** Classroom Teachers, Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus staff and technology integration specialist will provide technology training for teachers so that both students and teachers can increase proficiency in technology skills. **Strategy's Expected Result/Impact:** Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. **Staff Responsible for Monitoring:** Campus Technology Committee				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Technology will be added at the campus in order to move towards our goal of becoming a 1-1 technology to student ratio. **Strategy's Expected Result/Impact:** Increase technology on campus **Staff Responsible for Monitoring:** Campus administration, campus technology committee, district technology				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Through the efforts of all campus personnel, campus custodial staff and district operations and facilities, the condition of the BMS campus will be maintained. 100% of work orders will be completed.

Evaluation Data Sources: The BMS Campus will continue to be in good condition.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner. **Strategy's Expected Result/Impact:** Work orders entered and completed. **Staff Responsible for Monitoring:** Principal Secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. **Strategy's Expected Result/Impact:** Work orders entered and completed. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students. **Strategy's Expected Result/Impact:** Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: BMS will focus on energy management and conservation to help reduce energy costs for the district. **Strategy's Expected Result/Impact:** Reduce use and conserve energy **Staff Responsible for Monitoring:** Campus Administration, District Energy Administrators				

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for Barber Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.17
Brief Description of SCE Services and/or Programs

Personnel for Barber Middle School

Name	Position	FTE
Arredondo, N	Paraprofessional	0.17

Title I Personnel

Name	Position	Program	FTE
Loupe, E.	Academic Coach		1.0

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	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	3	3			$0.00
1	3	4			$0.00
2	1	2			$0.00
3	1	1			$0.00
3	2	3			$0.00
3	2	5		6499	$0.00
4	4	1			$0.00
				Sub-Total	$0.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Contracted Service Providers		$0.00
1	2	1			$0.00
1	2	4			$0.00
4	2	4			$0.00
4	2	5			$0.00
4	3	2			$0.00
4	4	1			$0.00
4	4	2			$0.00
				Sub-Total	$0.00

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$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	7			$0.00
1	1	8			$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
				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	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

Elva C. Lobit Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

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: June 20, 2024

Demographics

Demographics Summary

Elva C. Lobit Middle School is one of three middle school campuses in the Dickinson Independent School District. Lobit Middle School opened its doors in August 2016. Lobit Middle School serves 625 students in grades 4 and 5, with 51% economically disadvantaged.

The student population is 21% African-American, 34% White, 38% Hispanic, 5% two or more, 3% Asian, 51% male and 49% female. The staff population is 11% African-American, 64% White, 20% Hispanic, with an average of 7 years of teaching experience.

The average daily attendance rate for the 2023-24 school year is 95.3%.

Elva C. Lobit Middle School serves 55 Emergent Bilingual students (9%), 24 students served through the English as a Second Language program (4%), 98 students in the Gifted and Talented program (16%), 39 students identified for 504 services (6%), 132 students served through intervention (21%) and 133 students served through special education services (22%).

Demographics Strengths

Our campus strength as a whole is our diversity, high attendance rates, and our PBIS attendance incentives. A concern for our campus is how fast our student enrollment is increasing and our ability to provide excellent education for each student due to overcrowded classes and resources. An area of growth for our campus could be to begin preparing for future overcrowded classes and not enough staff. Another area for growth should be that our campus prepares to ensure every student that is present is prepared to learn: behaviorally, academically, and with adequate sped support.

Although attendance is under 98% ADA, we increased from 94.45% in 21-22 to 95.3% in 23-24

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance is still under 98% on average **Root Cause:** Parents are still struggling with adjustments after COVID and school attendance is not a priority

Student Achievement

Student Achievement Summary

Lobit Middle School, which recently transitioned from serving grades 5-6 to grades 4-5, has displayed notable academic achievements and areas for improvement based on the analysis of 5th-grade data. The school has demonstrated a strong performance in math, outperforming other middle schools in the district with a higher percentage of students achieving masters level on the pre-STAAR benchmark.

Specifically, in reading, there was an improvement from 17% mastery on last year's STAAR to 20% mastery on this year's pre-STAAR. For demographic-specific data, African American students in math saw an increase of 2.25% in mastery from the STAAR to the pre-STAAR, Hispanic students in reading improved from 12% mastery on STAAR to 25% on pre-STAAR, and Caucasian students saw an increase from 21% to 28.41% from last's years STAAR to pre-STAAR.

STAAR 2024

- 3 point increase in Overall Score (2023 Overall 70)
- 5 point increase in Domain 2A Academic Growth
- 17 point increase in Domain 3 Closing the GAPS
- 67% of students made growth on TELPAS (Received all 4 points for reaching the 2038 target) compared to 41% in 2023 and 21% in 2022
- 17 EB students reclassified
- At state level for approaches in 4th grade Math (2% below in meets and 4% below in masters)
- At state level for approaches in 5th Science
- Within 5 points of the state in meets and masters for all assessments

Student Achievement Strengths

- Strong initial tier 1 instruction.
- Identifying students who need additional support by "Kid Talks" with RTI personnel, and RTI pull out/push in groups with co- teachers.
- Identifying individual student needs by formative assessment during instruction and confirmed during independent practice.
- Conversations with students regarding their individual data trackers has had a positive outcome on student achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): WIN time is not planned to maximize intervention time. **Root Cause:** The implementation of WIN time switches are problematic due to logistical challenges, particularly when team teachers are absent. Time needed for switches, gathering materials, etc. also frequently decreases the amount of actual classroom instruction time for the students.

Problem Statement 2 (Prioritized): Tier 2 instruction is not effective in every classroom. **Root Cause:** Tier 2 instruction suffers from inadequate materials and an understanding of scaffold levels of instruction (vertical alignment)

Problem Statement 3 (Prioritized): Reading teachers are not adequately trained to implement guided reading in their classrooms. **Root Cause:** Lacks leveled reading within small groups. Classroom RLA teachers do not have the necessary materials or training to determine individual student reading levels.

School Culture and Climate

School Culture and Climate Summary

The committee agrees that this year has been a great year and the proof is in our attendance. Students and staff want to come to work. We have procedures in place so students can feel heard and are safe. We enjoy professional development and find it useful. Character Strong, Second Step, and Conflict Resolution are used to teach students right versus wrong. We would like to have more communication shared on discipline and events on campus. We need time to organize WIN time so we can use that time appropriately. We also need time to help students achieve the growth needed. Overall school culture and climate is positive.

Student Attendance is at an all time high. Students enjoy coming to school. Students understand behavior expectations in classrooms as well as campus-wide.

Professional learning is effective in growing every teacher. Character Strong is taught during WIN time. Second Step is taught during Character Education class. Conflict Resolution is used to resolve issues where students are given the chance to talk things out and come to a resolution. Students and staff feel safe on campus.

School Culture and Climate Strengths

- Character strong is completed during WIN time on a weekly basis
- Restorative practices are referred back to throughout the school year and reinforced by staff
- Student events such as dances and performance are frequent and enjoyed by staff and students
- Positive reinforcement has increased this school year and it has improved student behavior from previous school year

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Communication from admin is lacking when responding to village violations/referrals. **Root Cause:** Lack of system to ensure appropriate communication in regards to discipline.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For this committee meeting, we referenced the professional learning that has been provided throughout the year each week, professional development that will be provided this summer, our campus-wide systems and procedures, as well as our number of highly qualified teachers. Staff is required to have 24 mandated PD hours obtained each summer to ensure best practices are being used. New teachers receive a mentor that does weekly check-ins and walk-thorughs throughout the year to provide feedback and support. There is a district teacher incentive program to encourage teacher retention that some of our staff have earned, as well as weekly teacher attendance incentives at the campus level. Coaches are available to observe, model-teach, and provide feedback to teachers to maintain quality teachers on campus. Some of the favored professional learnings provided are learning walks, as well as SDI and RTI kids talks. Staff are able to observe their peers to learn new practices to incorporate into their classroom, and meet with interventionist and inclusion support to determine what each student needs to grow. A more rigorous interview process was suggested, including allowing a team member to sit in on the interviews for the position on the team being filled and paraprofessionals.

Staff Quality, Recruitment, and Retention Strengths

- Lobit Middle School has a strong culture of collaboration.
- Staff have a growth mindset and are willing to adjust to new teaching methods.
- All teachers and staff members are willing to go the extra mile to ensure ALL students are growing in their academics and social skills.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Increase in turnover of paraprofessional staff this school year. **Root Cause:** Increase hiring panel to hopefully select more qualified candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers have access to district curriculum through Schoology. While teachers feel that the district scope and sequence may need changes in certain subject areas, they are pleased with the overall format. Common Formative Assessments are used as checkpoints to gauge student achievement and make adjustments for Tier 2 instruction. All students have access to Tier 2 instruction during daily WIN time and the CFA data drives this time. Teachers look forward to improving upon this system next year and become even more intentional with our grouping. STEAM and GT programs provide extension and enrichment through Brainiac block, field trips, and cross-curricular units.

Curriculum, Instruction, and Assessment Strengths

- WIN Time
- Content collaboration during weekly CTT
- School culture regarding learning and high expectations

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers are not adequately prepared for the RLA curriculum. **Root Cause:** The district scope and sequence does not align with the district provided HMH curriculum.

Problem Statement 2 (Prioritized): Science teachers are still learning the new standards. **Root Cause:** A district scope and sequences with the newly adopted TEKS has not been provided and teachers are not sure when to expect the new curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

During the spring semester, a parent survey was conducted. The results of that survey were that parents feel like their child is cared for while at school and they like the communication that they receive. Parents have been given multiple opportunities to be involved with the school. However, some parents did wish to see a more cohesive way that teachers communicate with parents, especially with teachers on the same team. It was mentioned that one teacher communicates quite a bit, while the other does not. They also mentioned that they hope for better communication regarding what is going on in the classroom, especially individually regarding their students. Parents are invited to volunteer on campus at multiple events during the year. A few mentioned that they would like to come and volunteer or observe in the classroom.

Parent and Community Engagement Strengths

- Communication from principal through monthly newsletters
- The majority of parents responded to the spring survey that they felt like the communication that they received was effective
- With our campus having all new students, the parents have felt supported by the campus and feel like their children were well cared for at school
- Parents are very involved in the activities that we have on campus and look for opportunities to volunteer
- Many teachers had grants funded by community members and parents

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is inconsistent communication from teachers to parents. **Root Cause:** There has not been cohesive decision making regarding communication between teaching teams and/or school-wide cohesive communication method.

School Context and Organization

School Context and Organization Summary

Lobit Middle School is a safe learning environment that sets high expectations and realizes the benefit of collaboration with parents, community, students and staff. We align the goals of the campus based on the TEKS, which are vertically aligned and allow teachers to reinforce learning across multiple subject areas. Daily operations and schedules are in place to ensure all students are receiving maximum instructional time. Collectively, as a staff, we discuss needs, changes, or modifications which can be made in order to promote success for all students. The principal communicates campus academic and staffing needs throughout the school year by attending bi-weekly A-Teams with district administration and with superintendent and district offices during individual campus staffings for the next school year in early spring. We believe in the value of professional learning communities and ensure that all collaborative planning is surrounding the 4 questions of the PLC. We are ensuring that all students can learn at high levels every day.

School Context and Organization Strengths

- Teachers have the ability to communicate digitally with parents through Skyward and Outlook.
- The perception of students, teachers, parents and community members is that Lobit Middle School is a safe, positive learning environment that meets the needs of all students.
- Vertical alignment of the curriculum links our campus and district goals.
- Teacher believe that ALL means ALL

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): 100% of the students at Lobit Middle School do not make at least one year of academic progress. **Root Cause:** Teachers lack the knowledge and resources to effectively respond to student mastery through tier 2 intervention.

Technology

Technology Summary

Our campus boasts an array of strengths in technology integration. With an established protocol for Chrome carts, we ensure consistent and efficient use of technology resources. Periodic Professional Learning (PL) sessions empower educators to integrate district-promoted technology effectively. Expert teachers contribute extensive knowledge of technological tools, while students benefit from comprehensive year-round training, enhancing digital literacy. Our robust infrastructure ensures reliable internet connectivity, supported by collaborative partnerships with industry experts. Engagement with parents and guardians fosters support for technology-enhanced learning. Flexible policies accommodate diverse teaching styles, fostering innovation. Ongoing assessment allows us to gauge effectiveness and identify areas for improvement, ensuring continual growth in technology integration efforts.

Technology Strengths

- Established technology protocol for Chrome carts, ensuring consistent and efficient utilization of technology resources.
- Periodic Professional Learning (PL) sessions conducted throughout the year, facilitating discussions and demonstrations on integrating specific apps and district-promoted technology into teaching practices.
- A dedicated group of expert teachers possessing extensive knowledge about various technological tools available on campus.
- Comprehensive technology training provided to students year-round, surpassing the typical one-quarter allocation, thus enhancing their digital literacy and proficiency.
- Robust infrastructure supporting technology integration, including reliable internet connectivity .
- Collaborative partnerships with technology vendors or industry experts, enabling access to cutting-edge tools and resources for educational purposes.
- Occasional engagement with parents and guardians through informational sessions or workshops on navigating digital platforms and supporting their children's technology-enhanced learning experiences.
- Flexible policies and procedures accommodating diverse teaching styles and preferences for technology integration, fostering an environment conducive to innovation and experimentation.
- Ongoing assessment and evaluation mechanisms to gauge the effectiveness of technology integration initiatives and identify areas for improvement or further investment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Despite the growing integration of technology by many faculty members, a small portion of our teaching cohort demonstrates inconsistent utilization or minimal adoption of technological tools and resources within their pedagogical practices. **Root Cause:** The root cause of this issue lies in several factors: a lack of awareness regarding available technological tools, insufficient training opportunities, resistance to change, and a fragmented institutional approach to technology integration.

Priority Problem Statements

Problem Statement 1: 100% of the students at Lobit Middle School do not make at least one year of academic progress.

Root Cause 1: Teachers lack the knowledge and resources to effectively respond to student mastery through tier 2 intervention.

Problem Statement 1 Areas: School Context and Organization

Problem Statement 2: WIN time is not planned to maximize intervention time.

Root Cause 2: The implementation of WIN time switches are problematic due to logistical challenges, particularly when team teachers are absent. Time needed for switches, gathering materials, etc. also frequently decreases the amount of actual classroom instruction time for the students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Tier 2 instruction is not effective in every classroom.

Root Cause 3: Tier 2 instruction suffers from inadequate materials and an understanding of scaffold levels of instruction (vertical alignment)

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Teachers are not adequately prepared for the RLA curriculum.

Root Cause 4: The district scope and sequence does not align with the district provided HMH curriculum.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Reading teachers are not adequately trained to implement guided reading in their classrooms.

Root Cause 5: Lacks leveled reading within small groups. Classroom RLA teachers do not have the necessary materials or training to determine individual student reading levels.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Communication from admin is lacking when responding to village violations/referrals.

Root Cause 6: Lack of system to ensure appropriate communication in regards to discipline.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Attendance is still under 98% on average

Root Cause 7: Parents are still struggling with adjustments after COVID and school attendance is not a priority

Problem Statement 7 Areas: Demographics

Problem Statement 8: Increase in turnover of paraprofessional staff this school year.

Root Cause 8: Increase hiring panel to hopefully select more qualified candidates.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Science teachers are still learning the new standards.

Root Cause 9: A district scope and sequences with the newly adopted TEKS has not been provided and teachers are not sure when to expect the new curriculum.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: There is inconsistent communication from teachers to parents.

Root Cause 10: There has not been cohesive decision making regarding communication between teaching teams and/or school-wide cohesive communication method.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Despite the growing integration of technology by many faculty members, a small portion of our teaching cohort demonstrates inconsistent utilization or minimal adoption of technological tools and resources within their pedagogical practices.

Root Cause 11: The root cause of this issue lies in several factors: a lack of awareness regarding available technological tools, insufficient training opportunities, resistance to change, and a fragmented institutional approach to technology integration.

Problem Statement 11 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

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

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

Revised/Approved: June 20, 2024

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

Performance Objective 1: 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 CTT time to collaborate in content teams to unpack the TEKS, understand the depth of TEKS and how the student expectations must be understood to teach to the mastery level expected. **Strategy's Expected Result/Impact:** Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Instructional Coaches **- TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide focused professional development in all content areas: **Strategy's Expected Result/Impact:** Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal AVID Instructional Team **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide focused walkthroughs targeting best practice tools in all classrooms **Strategy's Expected Result/Impact:** Increase in students performing on grade level and an increase in campus/ district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: High focus and two lowest student groups will meet the state target in math and reading in academic achievement and growth for Domain 3 Closing the Gaps.

High Priority

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Resource teachers will collaborate with general education teachers to collaboratively plan. 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. Effective SDI **Strategy's Expected Result/Impact:** Increase in growth of campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches RISE Teachers **- TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training to classroom teachers on effective ways to accommodate classroom assignments and instructional strategies **Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Case Managers **- TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will track all student data by student by standard to ensure there are not gaps in performance amongst student populations. **Strategy's Expected Result/Impact:** Closing the gaps between students scoring at meets and masters within subpopulations. **Staff Responsible for Monitoring:** Administrator, Teacher, Instructional Coaches, Interventionists				

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 EB 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 *academic vocabulary, brick and mortar words *7 Steps to a Language Rich Classroom *Summit K12 *After school tutorials **Strategy's Expected Result/Impact:** Increase campus/district/state assessment score **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will provide instruction using research based supplemental materials, consistent use of word walls with pictures and other vocabulary strategies in all classrooms to support academic language development **Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coaches **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - Special Programs, - 199-SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will plan and deliver instruction using TELPAS rating outcomes, PLDs, and TELPAS listening and speaking rubrics **Strategy's Expected Result/Impact:** Increase in TELPAS rating levels Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: 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. *disaggregate results by teacher *disaggregate by student groups *discuss in content team team meetings and plan for interventions and the spiraling of non mastered TEKs, as guided by the four questions of the PLC process **Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists **TEA Priorities:** Improve low-performing schools **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Using identified Essential Standards in Reading Language Arts, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery. **Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** District Curriculum Specialist, Literacy Academic Coach, Classroom teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** - 255-Title IIA, - 263-Title IIIA, - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Using identified Essential Standards in Math, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery. **Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Academic Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding, - 199-SCE, - 211-Title IA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Using identified Essential Standards in Science, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery. **Strategy's Expected Result/Impact:** Lesson plans Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Academic Coaches **Funding Sources:** - Local Funding, - 199-SCE, - 211-Title IA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Using identified Essential Standards in Social Studies, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery. **Strategy's Expected Result/Impact:** Lesson Plans Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Teachers, Academic Coaches and Campus Administrators				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Monitor student progress through Content Team Time to discuss how will teachers know if students learn Essential Standards, how teachers will respond when mastery isn't achieved, and how teachers will extend learning when mastery is met. **Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists **TEA Priorities:** Improve low-performing schools **Funding Sources:** - No Funding Required				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Adhere to district guidelines and training for Response to Intervention by: *conducting monthly grade level meeting to review Tier 1 strategies for students and determine if additional supports are needed **Strategy's Expected Result/Impact:** Fewer students performing below grade level **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, SIT Team **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - No Funding Required				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Conduct SIT meetings to develop Tier 2 plans of intervention for students struggling to master grade level TEKS and STAAR objectives after universal interventions have been tried **Strategy's Expected Result/Impact:** Fewer students performing below grade level **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, SIT Team **Funding Sources:** - No Funding Required				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide opportunities for general education teachers, special education teachers, fine arts teachers, pe teachers, and Instructional Coaches time to collaborate on individual student needs to ensure success to all students, in all settings. **Strategy's Expected Result/Impact:** Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Teachers and Campus administrators				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: LMS will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEAM/Robotics related field trips), and supporting of non-profit competitions related to STEAM/Robotics in order to provide an enriched and accelerated curriculum. **Strategy's Expected Result/Impact:** Increase in state test scores **Staff Responsible for Monitoring:** Principal, STEM Coordinator, STEM Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Continue to implement the PLC At Work process campus wide. *Content Team Time utilizing the four questions of the PLC process *Creating exemplars of student mastery *Analyzing student work and comparing to the exemplar *Using data to determine Just In Time Intervention *Continue the RTI at Work Process **Strategy's Expected Result/Impact:** Increase in campus/district assessments, state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: 100% of LMS core content teaches will be ESL certified

High Priority

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam **Strategy's Expected Result/Impact:** Increase in TELPAS results Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Classroom teachers **Funding Sources:** - Local Funding, - 255-Title IIA				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Student removal from class due to in-school or out of school suspension will decrease by 10%

High Priority

Evaluation Data Sources: Weekly/Monthly discipline reports

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in character class as well as one character lesson per week during WIN time	Formative			Summative
Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide Weekly Character Strong lesson	Formative			Summative
Strategy's Expected Result/Impact: Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance **Staff Responsible for Monitoring:** Counselor, Classroom teachers	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Participate in activities that promote good choices, bully prevention, and conflict resolution, such as: Red Ribbon Week No Place for Hate Finding Kind	Formative			Summative
Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. **Staff Responsible for Monitoring:** Counselor CIS	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Participate and implement district-wide training and strategies in Restorative Practices *Treatment Agreements in every classroom *Planned 60 Second Relate Breaks, 90 Second Sparks, and 2 Minute Connections **Strategy's Expected Result/Impact:** Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: Student attendance will average 96% for the 24-25 school year.

Evaluation Data Sources: Daily attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ongoing attendance incentives. - Game time cart - Attendance levels for HR classrooms - Mr. Potato Head - Tech/games at lunch - Outside lunch **Strategy's Expected Result/Impact:** Attendance will continually increase **Staff Responsible for Monitoring:** All staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Daily phone calls to families of students that are absent **Strategy's Expected Result/Impact:** Increased daily attendance				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Maintain our Positive Behavior Intervention System to recognize student and staff behavior.

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

Performance Objective 1: LMS will provide multiple opportunities for parent engagement throughout the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide parent education on communication tools during Meet the Teacher Night, first day packets, Parent Orientation, and teacher web pages **Strategy's Expected Result/Impact:** Increase in parent engagement Increase in student attendance Increase in student performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Office Staff, Classroom Teachers **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Promote parent involvement through *Title 1 Parent Meeting *Parent Orientation *Parent University sessions *Gatorcon *Career Day *Open House *Monthly "Upcoming Events" newsletters *Teacher Web Pages *Sunshine calls - BOY, MOY, and EOY *timely information delivered on child's assessment results **Strategy's Expected Result/Impact:** Increase in parent involvement Increase in student performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Promote parent involvement through parent-teacher conferences that create a compact between the school and the parent to ensure student success and there the school provides information in a language parents can understand **Strategy's Expected Result/Impact:** Increase in parent involvement Increase in student attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide opportunities for Junior High counselors to discuss junior high expectations and courses available to students and parents. **Strategy's Expected Result/Impact:** Increase in student attendance **Staff Responsible for Monitoring:** Counselor, JH Counselor **Funding Sources:** - 211-Title IA, - Local Funding				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: LMS staff will utilize Schoology as well as other platforms to provide ongoing communication with families.

Strategy 1 Details	Reviews			
Strategy 1: Monthly newsletters, Dojo, Skyward, Remind will be used to ensure families are informed.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Teachers will have opportunities each semester to complete a survey to provide feedback about campus strengths and areas for improvement.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assist new teachers in acquiring an understanding of the district curriculum as well as lesson planning through: *introduction to grade level curriculum, scope and sequence, TEKS and STAAR objectives *in-depth look at curriculum, curriculum calendars, TEKS and STAAR objectives *discussion on differentiation teaching of GT, IEP modifications, and 504 accommodations *learning walks *peer observations **Strategy's Expected Result/Impact:** Increase in understanding of grade level expectations Increase in student performance **Staff Responsible for Monitoring:** Principal Assistant Principal, Counselor, Mentor Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Any new teacher will participate in the "Protege" program provided by the district with support from a mentor teacher located on that campus. Second year teachers still in need of a mentor will join the district's NaviGator program for additional support. **Strategy's Expected Result/Impact:** Teacher understanding of campus and district procedures Lower teacher turnover rate **Staff Responsible for Monitoring:** Director of Professional Development **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer a network of support to new teachers and mentors by: *informal meetings with principal *meeting with mentor to discuss various topics *grade level meetings *campus PLCs *district and campus professional development **Strategy's Expected Result/Impact:** Teacher understanding of campus and district procedures Lower teacher turnover rate **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Survey staff at mid year to determine areas of interest for summer staff development and at the end of the year to determine fall staff development **Strategy's Expected Result/Impact:** Staff development will be relevant to the needs of the teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide staff shout-outs throughout the school year, Holiday Fun Events, and Team Bonding Experiences *birthday shout-outs *pass a smile notebook *perfect attendance shout-out *employee of the month shout out *holiday planned fun *quarterly pot luck **Strategy's Expected Result/Impact:** Teacher feelings of worth lower staff turnover **Staff Responsible for Monitoring:** Hospitality Committee of Teachers				

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: All New to LMS teachers will be assigned buddy teacher and all protege teachers will be assigned a mentor teacher on campus.

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. **Strategy's Expected Result/Impact:** Teachers will have appropriate resources Increase in student performance **Staff Responsible for Monitoring:** Principal, Secretary				

 No Progress Accomplished Continue/Modify Discontinue

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	2	Using identified Essential Standards in Reading Language Arts, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.

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

Title I Personnel

Name	Position	Program	FTE
Schumann, L	Instructional Coach		1

Plan Notes

2019-20 State Compensatory Education Program

Lobit Middle School

The District/Campuses use the state criteria for determining students 'at-risk'. A student "at-risk of dropping out of school" is under 26 years of age and who meets one or more the following criteria:

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).]
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

Lobit Middle School will use 2019-20 State Compensatory funds that total $157,271 in the following way:

- Provide supplemental Instructional Coaches, Instructional Interventionists, and Instructional Paraprofessionals to support identified students in core subjects on campus ($105,740),
- Provide Communities in School Program/Personnel on campus to support district dropout prevention program ($27,500),
- Provide supplemental funds for accelerated instruction (Summer Programs), transportation and instructional materials/programs for struggling students not meeting state standards ($567),
- Provide District Social Worker for students ($23,463).

Campus Funding Summary

211-Title IA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
1	3	2			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	4			$0.00
				Sub-Total	$0.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
1	3	2			$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	3	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
				Sub-Total	$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	5	1			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$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	3	1			$0.00
1	4	2			$0.00
				Sub-Total	$0.00
Special Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
				Sub-Total	$0.00
No Funding Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
1	4	6			$0.00
1	4	7			$0.00
1	4	8			$0.00
				Sub-Total	$0.00

Addendums

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

Kenneth E. Little Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: D

Mission Statement

K. E. Little Elementary

Home of the Mighty Little Gators

The mission of KELE is to ensure that ALL students grow academically, socially and emotionally to achieve at high levels and feel a sense of belonging.

Vision

The vision of KELE is driven by a commitment to continually increasing our effectiveness through a culture of collaboration and growth, thereby increasing student achievement. We will provide all students with quality learning opportunities to enhance their social, emotional, and academic growth.

Values and Goals

Goal:

The decisions we make and actions we take every day, support student learning and growth.

By the end of the 1st semester/year, provided direct instruction (T1) and targeted support (T2) students will make growth on reading and math as measured by multiple sources of data (mCLASS/MAP-BOY-MOY-EOY, Progress monitoring data, SBG, data collected on essential standards)

- ALL students demonstrate mastery of their content essential standards by the end of the school year.
- ALL students receive targeted "response/recovery" instruction in small groups inside the classroom based on CFA data during each unit.

Collective Commitments:

Focus on Learning

- We will hold ourselves accountable for providing grade level instructions with appropriate scaffolds by internalizing the lessons we teach and build instruction that targets student growth.
- We will set high expectations for students, for both academics and prosocial skills, in a way that uplifts them, helps them grow, and permits our students to reset and start over.

Culture of Collaboration

- We will use the language of "we." We will share resources, skills, and methodology; foster a collaborative culture; and take ownership for the learning of ALL students on campus.
- We will use campus team time for our PLC to analyze ongoing student data and evidence of learning, make adjustments, identify small groups, reteach/intervene and guarantee mastery of essential standards.

Healthy School Culture

- We will be a positive, uplifting, and authentic role model for students and each other by consistently exhibiting MIGHTY (Motivated-Inspiring-Grit-Helper-Tolerant-You) Values and caring enough to hold each other accountable.
- We are committed to building a community atmosphere on our campus to make sure students, parents, and staff feel supported and safe.
- We will focus on students by greeting students at the door, celebrating student attendance and birthdays
- We will focus on what we CAN control - our level of instruction, our positive interactions with students via Restorative Practices, our mindset that all students are capable of mastering grade level content, and our commitment to their success.

WE are on time

WE are prepared

WE are kind

WE are clear

WE are collaborative

WE work smarter not harder

WE care enough to hold each other accountable

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2024

Demographics

Demographics Summary

K.E. Little is one of 7 Elementary schools in Dickinson Independent School District. K.E. Little serves students in grades PK-3. We transitioned 4th grade off campus for the 23/24 school year to make room for full day PK requirements. Current data taken from On-Data Suite for Fall of 2024 school year.

Enrollment

School Population	Count	Percent
Student Total	**500**	**100%**
Early Education Grade	5	1.00%
Pre-Kindergarten Grade	54	10.80%
Kindergarten Grade	96	19.20%
1st Grade	112	22.40%
2nd Grade	122	24.40%
3rd Grade	111	22.20%

Ethnicity

Student Demographics	Count	Percent
Gender		
Female	238	47.60%
Male	262	52.40%
Ethnicity		
Hispanic-Latino	333	66.60%
Race		
American Indian - Alaskan Native	5	1.00%
Asian	9	1.80%
Black - African American	20	4.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	118	23.60%
Two-or-More	15	3.00%

Programs

Student Programs	Count	Percent
Dyslexia	13	2.60%
Gifted and Talented	19	3.80%
Regional Day School Program for the Deaf	0	0.00%
Section 504	5	1.00%
Special Education (SPED)	77	15.40%
Bilingual/ESL		
Emergent Bilingual (EB)	174	34.80%
Bilingual	140	28.00%
English as a Second Language (ESL)	15	3.00%
Alternative Bilingual Language Program	15	3.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	500	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators

Student Indicators	Count	Percent
At-Risk	262	52.40%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	34	6.80%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	15	3.00%
Transfer In Students	1	0.2%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	451	90.20%
Free Meals	421	84.20%
Reduced Price Meals	[illegible]	[illegible]

Reduced-Price Meals	30	6.00%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	12	2.40%
Shelter	4	0.80%
Doubled Up	8	1.60%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	8	1.60%
Is Unaccompanied Youth	4	0.80%

Special Education

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	6	7.79%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	2	2.60%
Emotional disturbance	3	3.90%
Learning disability	9	11.69%
Speech impairment	44	57.14%
Autism	9	11.69%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	4	5.19%
Instructional Settings		
Speech Therapy	40	51.95%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	0	0.00%
Resource Room	26	33.77%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%

State School	0	0.00%
Residential Care	0	0.00%
Self Contained	7	9.09%
Full-Time Early Childhood	4	5.19%
Nonpublic Day School	0	0.00%

STAFF

Total Staff= 62			
Administrators=2	2 Female	1 Bilingual	2 new
Teachers=32	3 Male/29 Female	10 Bilingual	7 new
Support/Student Services =11	1 Male/10 Female	2 Bilingual	3 new
Paraprofessionals=13	13 Female	4 Bilingual	1 new
Office staff=4	4 Female	4 Bilingual	0 new

Demographics Strengths

- K.E. Little Elementary serves a diverse community in the Bacliff area and has a steady enrollment.
- K.E. Little staff is committed to attending professional development on campus and in the district to better assist the needs of all learners.
- K.E. Little Elementary strives to provide a strong communication with parents/guardians and the community. Teachers and staff communicate using various platforms to reach the divers community we serve, such as the district website, Class dojo, newsletters, call outs, social media, personal conferences, and through our PTO.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low attendance rate **Root Cause:** A lack of parent understanding of the importance of daily school attendance causing gaps in instruction.

Student Achievement

Student Achievement Summary

Our overall student achievement on 2024 STAAR is as follows

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 C Ra
(084901101) - Kenneth E Little EL							
Student Achievement	62		69	70%	48.3	67	D
School Progress, Part A		69					
School Progress, Part B	69						
Closing the Gaps	63			30%	18.9		

Depending on the grade level, KE Little uses CLI, mCLASS and MAP screeners along with district curriculum based assessments and formative assessments to measure students learning. Students have scored consistently below grade level on reading achievement as seen on MAP and mCLASS.

READING Beginning of the year (BOY) results for 24/25

mCLASS (Amplify) BOY Reading K 31% well below 12% below 29% at benchmark 28% above benchmark	**MAP Reading BOY 2nd Gr** 38% well below 26% below 11% approaching 10% meets 15% above	**MAP Reading Spanish BOY 2nd Gr** 6% well below 6% below 30% approaching 28% meets 30% above
mCLASS (Amplify) BOY Reading 1st Gr 38% well below 15% below 25% at benchmark 22% above benchmark	**MAP Reading BOY 3rd Gr** 35% well below 16% below 25% approaching 14% meets 10% above	**MAP Reading Spanish BOY 3rd Gr** 25% well below 14% below 23% approaching 13% meets 25% above

MATH BOY results 24/25

MAP BOY Math 2nd Gr 27% well below 24% below 20% approaching 18% meets 11% above
MAP BOY Math 3rd Gr 30% well below 22% below 21% approaching 17% meets 10% above

Student Achievement Strengths

KE Little CTT has been revamped this year. Targeting 2 questions; 1) What do the students need to know? and 2) How will we know they get it? Teachers have new curriculum for math, science and social studies. Adjustments are being made to the RLA curriculum. Teachers are led by the instructional coaches on how to internalize the lessons and dissect the data to drive adjustments, spiraling, and small group intervention. Teachers are mapping the data to determine who is getting it and who has not gotten it, yet. Specific data tracking is used to monitor reading and math using essential standards, quintile reports, rubrics, standards based grading, error analysis, etc.

Teachers are targeting T2 during WIN time that has been carefully scheduled to allow for additional time and support. Using the data that has been tracked and dissected, teachers are targeting students based on their needs in reading and math. Instructional coaches are modeling, coaching and pushing in to work with groups during WIN time.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Explicit and targeted instruction using research based methods and materials must be implemented with fidelity to address foundational reading skills. **Root Cause:** Teachers have had autonomy with instructional methods and materials which results in a scattered instruction and lack of data. Instruction should be focused around the TEKS with the materials and methods targeted for grade level reading instruction (T1) and small groups to address intervention (T2).

Problem Statement 2 (Prioritized): Conceptualizing math and understanding the process, not just the answer, has been a challenge. Students are not able to extend the math skills to use in multiple ways to solve problems. **Root Cause:** Students do not have math concepts established at the concrete level and thus are not able to take it to the abstract level. Need: Teachers will implement Eureka math to internalize instruction and guide students through conceptualizing the math.

Problem Statement 3 (Prioritized): Curriculum must be internalized and used to plan instruction. **Root Cause:** Teachers are not familiar with the internalization process and though the lessons are written they must be planned and prepared with the specific students in mind (T1) and with targeted methods for gathering progress monitoring data.

School Culture and Climate

School Culture and Climate Summary

KE Little population majority is low income. Students are often in need of supplies for school as well as basic needs. We provide support for our students so that they have what they need at school. With partnerships within the community, through Gator Wellness and CIS we support our families as well.

We are purposeful in teaching pro-social skills and character values for our students using Character Strong, Second Step, restorative practices, and positive behavior supports. Students are taught healthy and safe practices using No Place for Hate and Kelso's Choices. We also provide opportunities after school with clubs throughout the year. With partnerships in the community we work to provide incentives for students to earn throughout the year to promote attendance and reading growth. We celebrate pro-social skills through the use of Gator Bucks and the Gator Store and we celebrate attendance with beat the bell, spot checks, @-10-Dance, and other rewards.

As a staff we have family meetings monthly to discuss happenings, gain information and have time to socialize. We celebrate the staff by "noticing" and writing a quick card, as well as celebrating birthdays, and call outs of recognition. Staff are able to share their opinions and ideas as the new administration has an open door policy. Staff have voiced that they have never felt so supported and happy to come to work.

School Culture and Climate Strengths

- Positive campus climate and culture
- Teams are collaborative
- Families are active at school events
- The staff and families interact through social media related to campus events and programs
- KE Little PTO was established and gaining traction to support the students and staff
- We provide character development lessons daily and the counselor provides class, group and individual support
- CIS is on our campus to assist with the needs of our students and families
- Bilingual program is one way and is able to meet the needs of our English Language Learners

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): KELE must provide timely and applicable professional development and feedback to teachers. **Root Cause:** Walk throughs must be used to inform instruction and provide feedback to teachers on their instruction and management and goals along with coaching and professional development to support their growth and goals.

Problem Statement 2 (Prioritized): Staff must feel supported and part of the community while having enough time to get it done. **Root Cause:** A schedule must support teacher planning and collaborative team time where teachers are able to work together and not in silos and build stronger collective efficacy with the support of campus instructional coaches, interventionists, case managers, team leaders and administrators

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At KE Little Elementary we will continue to recruit and retain highly qualified teachers. All teachers except 1 on staff for the 24/25 school year are certified for their position. For the teacher who is not certified for the position, she has completed a 4 year education program and is in the process of passing her exams. We work with DISD Human Resources and the Director of Professional Development to obtain appropriate certification. We will focus our teacher retention plan on providing relevant professional development based on campus and teacher needs. We will also provide real time coaching and professional development during the school day. In addition, first year teachers will continue to participate in the district's first year teacher academy and second year teachers continue with Navigators.

Staff Quality, Recruitment, and Retention Strengths

K. E. Little strives to identify and provide needed and intentional campus/district staff development where teachers can improve their craft for a greater impact on student learning outcomes. CTT meetings are held weekly, in addition to teachers' planning times, to collaborate, learn and to disaggregate data. Instructional coaches are in classrooms supporting teachers with instruction. Interventionists are pulling the T3 students for prescriptive targeted support.

All grade levels K-3 have at least one Gifted-Talented certified teacher, an ESL teacher and Bilingual teachers. Teachers are required to take and complete the Reading Academy as well.

TIA offers financial incentives from the state for high growth classrooms and we have 2 bilingual teachers who have met the requirements and are receiving TIA.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): KELES needs to increase its teacher retention rate. **Root Cause:** Teachers move away or want to teach in a school closer to their home or at a campus that is not Title I. Need: a culture that promotes teacher retention and student success.

Problem Statement 2 (Prioritized): KELE must provide timely and applicable professional development and feedback to teachers. **Root Cause:** Walk throughs must be used to inform instruction and provide feedback to teachers on their instruction and management and goals along with coaching and professional development to support their growth and goals.

Problem Statement 3 (Prioritized): Staff must feel supported and part of the community while having enough time to get it done. **Root Cause:** A schedule must support teacher planning and collaborative team time where teachers are able to work together and not in silos and build stronger collective efficacy with the support of campus instructional coaches, interventionists, case managers, team leaders and administrators

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

Is provided by the curriculum department and adoptions in the district. This year we have new curriculum for math using Eureka, Science and Social Studies. RLA and SRLA are developed by district curriculum specialists and selected staff. Curriculum unit plannning guides and resources are easily accessible in the Curriculum Playbook. Additional support regarding curriculum is provided by the curriculum specialists during campus visits, district PD, and on call as needed. Unit Planning Guides are created by Curriculum Specialists and Instructional Coaches with links to classroom resources and tools to enhance student lesson delivery.

Instruction

Grade levels are provided CTT Time for reading and a second time for math, in addition to planning. During CTT each grade level meets with the instructional coaches and bilingual interventionist to internalize the curriculum. Focusing on 2 questions, "What do the students need to know?" and "How will we know if they get it?" This time is spent diving into key areas, clarifying questions, modeling instruction, reviewing data and planning accordingly. Teachers have planning time throughout the week to further plan instruction, using the TEKS, Lead4ward resources, DISD curriculum documents and resources available in Eduphoria. Additional resources to support instruction are provided through Summit K/12 and Imagine Learning for our bilingual students, ST Math for math, and Amplify Boost for reading.

Assessment

All grade level students are evaluated in Math and Reading at the beginning of the school year to determine their strengths and areas for support using CLI for PK, mCLASS for K/1 and MAP for 2/3. This provides the teacher with meaningful information to direct instruction. This is monitored and assessed throughout the year to determine student growth. In addition, Curriculum Specialists, plan and create Common Assessments for each grade level in the district. The data from the common assessments are used to form instruction. Reading and Math Instructional Coaches work with teachers during CTT to review the data, make adjustments and develop instructional plans along with intervention plans for students in need during small groups and WIN time (including re-teach, intervention and enrichment). State testing includes TELPAS for 2nd and 3rd grade along with STAAR/STAAR Alt for 3rd grade reading and math.

Curriculum, Instruction, and Assessment Strengths

Using CLE, mCLASS and MAP, Eureka math module assessments, quick phonics screeners, Summit K/12 and Imagine Learning screeners allows for teachers to plan, monitor and adjust T1, T2 and T3 reading and math instruction and interventions.

With the redesigned CTT schedule it allows for teachers to improve their craft collectively through collaboration on the planning, monitoring the data and progress, and intervening to support student learning.

Using curriculum, instruction and assessment, we have developed a stronger system to provide and monitor Response to Intervention

consistently to drive T2 and T3 interventions.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Curriculum must be internalized and used to plan instruction. **Root Cause:** Teachers are not familiar with the internalization process and though the lessons are written they must be planned and prepared with the specific students in mind (T1) and with targeted methods for gathering progress monitoring data.

Problem Statement 2 (Prioritized): Explicit and targeted instruction using research based methods and materials must be implemented with fidelity to address foundational reading skills. **Root Cause:** Teachers have had autonomy with instructional methods and materials which results in a scattered instruction and lack of data. Instruction should be focused around the TEKS with the materials and methods targeted for grade level reading instruction (T1) and small groups to address intervention (T2).

Problem Statement 3: Teachers need to assess learning and disaggregate data to determine if students are getting it and/or if adjustments need to be made. **Root Cause:** Not using targeted methods of assessment; mCLASS/MAP/ CLI at BOY, MOY and EOY for T3 and other screeners, CFAs or unit assessments to progress monitor and address T2 more frequently, the data is lacking. Data must be reviewed after each assessment and response T1/recovery T2 will be addressed for each student.

Parent and Community Engagement

Parent and Community Engagement Summary

- Families are invited to attend school events such as meet the teacher, orientation, book fairs, and music programs.
- We offer reservations for family to eat lunch with their child, on a limited basis.
- We send monthly newsletters to families with updates and the calendar. We also update the website and calendar and send call outs to inform families.
- Families are able to access their students teachers through class dojo and their student's grades through Skyward.
- PTO has established and started to gain momentum. They provide many opportunities for families to participate such as Donuts with Grownups and Trunk or Treat.
- We have staff available to provide translation to the families and our school information goes out in both English and Spanish.
- We provide clubs for students to participate in after school which provides families a safe place for their child and encourages attendance.

Parent and Community Engagement Strengths

- PTO
- Student Clubs
- School Events for Families to attend
- CIS, Gator Clinic, UTMB and Lighthouse for outside resources for parents and students
- Feed back taken from parents and students
- Use of English, Spanish and bilingual speaking teachers
- Notifications sent home in both languages

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The campus must build relationships and partnerships with parents. **Root Cause:** Parents may feel unwelcome at the campus or that there is lack of communication.

Problem Statement 2: The campus must build relationships and partnerships with the community. **Root Cause:** The students needs must be met and the needs are greater based on socio-economic status.

School Context and Organization

School Context and Organization Summary

KE Little has a guiding coalition made up staff who help lead the campus. The campus also has several smaller teacher teams including grade level teams, committees, departments and team leaders. All grade level teams have common planning and lunch to support collaboration and team building. Instructional specialists support teachers through curriculum, instruction and assessment by modeling, coaching and supporting. Interventionists support students who need prescriptive Tier 3 intervention. Special Education team provide students' services and support teachers with understanding how to accommodate as well as support behavior and implement BIPs. Students are strategically assigned to each class based on academic data and teacher input from the previous school year. A master schedule is updated every year to maximize PLC/ Planning time. Teachers in PK-2nd are self-contained and 3rd grade team teaches. KE Little is a community school in an unincorporated area so it serves as a pilar to parents and the community it serves.

School Context and Organization Strengths

- Common planning times and lunch provide plenty of opportunity for collaboration.
- The guiding coalition is critical in their role to help lead the campus and communicate with administrators.
- Instructional specialists working with teams and individuals to ensure campus instructional expectations are being met.
- Interventionists support students with prescriptive targeted Tier 3 support based on data
- All KE Little staff is focused on student learning and growth

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): KELE must provide timely and applicable professional development and feedback to teachers. **Root Cause:** Walk throughs must be used to inform instruction and provide feedback to teachers on their instruction and management and goals along with coaching and professional development to support their growth and goals.

Problem Statement 2 (Prioritized): Staff must feel supported and part of the community while having enough time to get it done. **Root Cause:** A schedule must support teacher planning and collaborative team time where teachers are able to work together and not in silos and build stronger collective efficacy with the support of campus instructional coaches, interventionists, case managers, team leaders and administrators

Technology

Technology Summary

K.E. Little Elementary currently possesses the following hardware:

- Classroom projectors (mostly ceiling mounted),
- Document cameras
- 1 smart board
- each teacher has a lap top and desk top (though old)
- each class has a chrome book cart
- 2-way radios for specific campus staff and locations
- 1 computer lab

Technology Strengths

Strength's of technology at KE Little are that we are a 1 to 1 campus. Each classroom has a projector and document camera to assist teachers in lessons. All teachers and students access schoology for assignments and lessons. Students K-3rd grade rotate through the computer lab for specials every 6 days. Several online resources are available to support student learning and growth through technology such as Amplify-Boost for reading, ST math, Summit K/12, and more.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teacher technology is outdated. **Root Cause:** Funding for technology

Priority Problem Statements

Problem Statement 1: Explicit and targeted instruction using research based methods and materials must be implemented with fidelity to address foundational reading skills.

Root Cause 1: Teachers have had autonomy with instructional methods and materials which results in a scattered instruction and lack of data. Instruction should be focused around the TEKS with the materials and methods targeted for grade level reading instruction (T1) and small groups to address intervention (T2).

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: Curriculum must be internalized and used to plan instruction.

Root Cause 2: Teachers are not familiar with the internalization process and though the lessons are written they must be planned and prepared with the specific students in mind (T1) and with targeted methods for gathering progress monitoring data.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: Conceptualizing math and understanding the process, not just the answer, has been a challenge. Students are not able to extend the math skills to use in multiple ways to solve problems.

Root Cause 3: Students do not have math concepts established at the concrete level and thus are not able to take it to the abstract level. Need: Teachers will implement Eureka math to internalize instruction and guide students through conceptualizing the math.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: KELES needs to increase its teacher retention rate.

Root Cause 4: Teachers move away or want to teach in a school closer to their home or at a campus that is not Title I. Need: a culture that promotes teacher retention and student success.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: KELE must provide timely and applicable professional development and feedback to teachers.

Root Cause 5: Walk throughs must be used to inform instruction and provide feedback to teachers on their instruction and management and goals along with coaching and professional development to support their growth and goals.

Problem Statement 5 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 6: Staff must feel supported and part of the community while having enough time to get it done.

Root Cause 6: A schedule must support teacher planning and collaborative team time where teachers are able to work together and not in silos and build stronger collective efficacy with the support of campus instructional coaches, interventionists, case managers, team leaders and administrators

Problem Statement 6 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 7: Teacher technology is outdated.

Root Cause 7: Funding for technology

Problem Statement 7 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

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
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

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
- Communications data
- 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 will increase their reading and math by at least 1 grade level from BOY to EOY

High Priority

HB3 Goal

Evaluation Data Sources: CLI, mCLASS, MAP scores in reading and math for BOY, MOY and EOY will be monitored

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will use CTT time to internalize lessons, analyze data, and plan for all students so that they can monitor and adjust instruction and intervention based on student progress. **Strategy's Expected Result/Impact:** All students will make progress by at least one year growth. **Staff Responsible for Monitoring:** Teachers Coaches Interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Instructional Interventionist and Coaches will -Provide high quality support in CTT with internalization, data tracking, and answering the 4 Questions -Provide support and coaching for teams and individuals to assist in increasing student outcomes through curriculum and instruction **Strategy's Expected Result/Impact:** Increased percentage of students making meets and masters on STAAAR and making a years growth on district screeners in Reading and Math. **Staff Responsible for Monitoring:** Instructional Interventionists and Coaches Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue one-way dual language program for students in PreK-3rd. Provide all teachers with training, any necessary supplies and resources, as well as continuous monitoring and problem solving making it systematic throughout the campus. **Strategy's Expected Result/Impact:** Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners. **Staff Responsible for Monitoring:** Bilingual Teachers Bilingual Interventionist Bilingual Paraprofessionals Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Disaggregate data by grade level, discipline and assessment objectives by stake holders in order to drive instruction for individual students, classes and grade levels. **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure, and STAAR) **Staff Responsible for Monitoring:** Teachers Coaches Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Ensure master schedule provides adequate focused instructional time.	Formative			Summative
Strategy's Expected Result/Impact: Increased instructional time resulting in student progress **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Team Leaders and Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide supplemental paraprofessionals to assist In-Class Support Teacher and teachers in classrooms, SPED classrooms, and bilingual classrooms.	Formative			Summative
Strategy's Expected Result/Impact: Increased student progress **Staff Responsible for Monitoring:** Administrators, Academic Coaches, and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Teachers will review and implement the processes for placement referrals and monitoring of GT, Dyslexic, SPED, 504 and RTI students. **Strategy's Expected Result/Impact:** Student support services and progress **Staff Responsible for Monitoring:** Administrators CCF Teachers Special Education Teachers Paras Behavior Coach Interventionists **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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: Student attendance will increase by 1% for overall attendance for 2025 compared to 2024

Evaluation Data Sources: Daily attendance percentage, spot checks, beat the bell

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance will be a focus on announcements and on display daily. **Strategy's Expected Result/Impact:** Increased student performance on skills **Staff Responsible for Monitoring:** Registrar Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Incentives will be used for students to earn for perfect attendance **Strategy's Expected Result/Impact:** Student attendance will be at 94% **Staff Responsible for Monitoring:** Registrar Administrator Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** 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 3: All Emergent Bilingual students will increase one indicator on TELPAS as see on 2025 results.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue one-way dual language program for students in PreK-3rd. Provide all teachers with training, any necessary supplies and resources, as well as continuous monitoring and problem solving making it systematic throughout the campus. **Strategy's Expected Result/Impact:** Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners. **Staff Responsible for Monitoring:** Bilingual Teachers Bilingual Interventionist Bilingual Paraprofessionals Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will practice language skills through technology tools such as Summit K/12. **Strategy's Expected Result/Impact:** Increased language acquisition **Staff Responsible for Monitoring:** Bilingual Teachers Bilingual Paras Bilingual Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: KELE will be purposeful in teaching students pro-social skills and character values resulting in positive school environment.

Evaluation Data Sources: Use of Second Step, Character Strong and positive behavior supports.

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 implement School Ambassadors for new students and visitors. **Strategy's Expected Result/Impact:** Parent Surveys, Reduction in discipline referrals, PEIMS data, observation of student engagement. **Staff Responsible for Monitoring:** School counselor and Administrator. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All students will receive weekly lessons on Character Strong and Second Steps, how to make good choices, and what bullying is and what it is not. The school wide positive behavior management system is a financial literacy program where students can earn currency for demonstrating good character. The counselor will also provide targeted monthly lessons. **Strategy's Expected Result/Impact:** Reduction in discipline referrals, PEIMS data, Observations of student engagement. **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue "No Place for Hate" program campus wide into our school-wide PBIS system. Adhere to the guidelines and the responsibilities of having this distinction. **Strategy's Expected Result/Impact:** Reduction in discipline referrals, PIEMS data observation of student engagement **Staff Responsible for Monitoring:** School Counselor and Administrator. **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide resources, incentives, and inventory for student safety. (i.e. Walkie-talkies, furniture for added special programs, student incentives for improving behavior and attendance.) **Strategy's Expected Result/Impact:** Increased safety. Equitable learning environment **Title I:** 2.6				

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. classes. We will also have District participation in the District SHAC committee as well as the fitness gram. **Strategy's Expected Result/Impact:** Increase in student achievement on the fitness gram and increase in overall student achievement. **Staff Responsible for Monitoring:** P.E. teachers, Administrators, and SHAC representative **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **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 **Strategy's Expected Result/Impact:** Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funding				

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

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: All students will be taught healthy living and ani-bullying strategies.

Evaluation Data Sources: Use of No Place for Hate Campaign and Kelso's Choice

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All campus and district staff will be trained on restorative practices. Some staff will also attend trainings to build knowledge and expertise at the campus in order to build capacity in using restorative practices. **Strategy's Expected Result/Impact:** Lower the number of discipline referrals and increase time in the instructional setting. **Staff Responsible for Monitoring:** Teachers Coaches Admin **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 **Strategy's Expected Result/Impact:** Reduced number of office referrals/ maintaining positive relationships between teachers and students **Staff Responsible for Monitoring:** Teachers Counselor Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title IA, - Local Funding				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: All student attendance will be tracked, celebrated and communicated to parents/guardians resulting in an increase of daily attendance for the 24-25 school year.

High Priority

Evaluation Data Sources: Daily and weekly attendance, notification to parents with calls, emails and home visits

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

Performance Objective 1: KELE will build supportive community atmosphere with students, parents and the community through ongoing communication that promotes and supports student learning.

High Priority

Evaluation Data Sources: Use of district web site, class dojo, newsletters and call outs

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" **Strategy's Expected Result/Impact:** Sign-in sheets of parent attendance at programs. Positive responses from parent surveys conducted during the year. **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for potential Pre-Kindergarten students and their families to visit school, meet with counselors and attend meetings and pre-registration for school during the month of May. **Strategy's Expected Result/Impact:** Documented flyers distributed to businesses, apartments and sent home with current students. Sign-in sheets at meetings. Registration documentation. **Staff Responsible for Monitoring:** Administrators, Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **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 that parents and community can understand. Use a different clear font for Spanish translations. **Strategy's Expected Result/Impact:** Parents of diverse backgrounds will have easy access to all communication **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **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 3rd graders moving to Middle School. **Strategy's Expected Result/Impact:** Students will transition easily to the next grade level and parents will have an understanding of the curriculum and safety. **Staff Responsible for Monitoring:** Campus Administrator Teachers Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funding, - 211-Title IA				

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. **Strategy's Expected Result/Impact:** Parents of diverse backgrounds will have an easy access to all communication and campus events. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **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 second and third grade students. Club include music, garden, UIL A+, art, and drama clubs. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Teachers Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: KELE will provide opportunities throughout the year to promote parent/guardian participation at school

Evaluation Data Sources: School Programs, Math/Literacy Nights, Donuts with Grown ups and PTO events

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

Performance Objective 3: KELE will continue the partnership with HEB and Lighthouse Ministries providing school supplies and snacks to the campus and extend partnerships to share resources to support students and families.

Evaluation Data Sources: Gator Wellness, TCHATT, community relations

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: KELE will provide intentional and ongoing professional learning throughout the year to continue improving teachers' craft for a greater impact on student learning and success

Evaluation Data Sources: Goal setting, instructional strategies, data disaggregation, subject specific, behavior and targeted tiered support

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: First year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches. **Strategy's Expected Result/Impact:** Increase in teacher retention for proteges **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **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. **Strategy's Expected Result/Impact:** Increased number of highly qualified staff members. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **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. **Strategy's Expected Result/Impact:** Teachers' knowledge of instructional resources available to collaborate with the team during planning. **Staff Responsible for Monitoring:** Curriculum Specialists Academic Coaches Teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** 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 populations our school represents. **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 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 2: KELE teachers will have a opportunities to provide feedback about the strengths and opportunities for improvement on the campus.

Evaluation Data Sources: Surveys (some anonymous), open door policy, and dialogue during family meetings (faculty meetings)

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 3: KELE teachers and staff will participate in campus celebrations, collaboratives and forums to share support, ideas, concerns and solution to improve the culture and commitments to the staff.

Evaluation Data Sources: Sunshine Committee, surveys, discussions during family meetings (faculty meetings), highlight birthdays, luncheons, culture s, connect breaks during PD and family meetings.

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

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

Evaluation Data Sources: Requests and tickets turned in accurately. Information shared and documentation recorded. Communication professional, collaborative and ongoing.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets **Strategy's Expected Result/Impact:** Sign in sheet from training, compliance with district policies regarding budget management **Staff Responsible for Monitoring:** School Principal, School Secretary and Business Office **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All business and money handled on campus will be documented and receipts will be provided **Strategy's Expected Result/Impact:** Audits and evidence of receipts issued **Staff Responsible for Monitoring:** School Principal, School Secretary and Business Office **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborate and plan with district budget managers when making-decisions based on professional development, Master schedule and student and staff programs and materials to support at-risk students academic learning and improvement **Strategy's Expected Result/Impact:** Documentation of purchase orders, request for pay and Master Schedule assignments. Correct use of funds as documented by audits **Staff Responsible for Monitoring:** School Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **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 through the use of technology. (Continue the use of the technology resources we have - Amplify, ST Math, Imagine Learning, SummitK12, and Razplus.) **Strategy's Expected Result/Impact:** All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: KELE will contribute the initiatives of the district such as the energy conservation.

Evaluation Data Sources: Shut downs are accurate and compliant

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

Performance Objective 3: KELE will contribute to the maintenance of materials, furniture and facilities and be accountable for their part (classroom, storage, textbook kits, lap tops, chrome carts, etc).

Evaluation Data Sources: Assigned furniture log, technology log and materials log

Title I

1.1: Comprehensive Needs Assessment

Please see CNA printed at the beginning of the Campus Improvement Plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Vertical teams that include all staff members, including paraprofessionals and district level personnel attend meetings four times a year to review, revise, and develop the CIP. Meetings are held in August, November, January, March, and May of each school year.

2.2: Regular monitoring and revision

Vertical teams that include all staff members, including paraprofessionals and district level personnel attend meetings four times a year to review, revise, and develop the CIP. Meetings are held in August, November, January, March, and May of each school year.

2.3: Available to parents and community in an understandable format and language

CIP is available upon request in the native language of the requestee.

4.1: Develop and distribute Parent and Family Engagement Policy

Parents and staff review, revise, and develop the Parent and Family Engagement policy in June of each school year after reviewing the survey data from students, staff, and parents. It is then distributed at Meet the Teacher night in August, and at each parent/ teacher conference throughout the school year.

4.2: Offer flexible number of parent involvement meetings

All parent involvement meetings are offered multiple days at different times.

2024-2025 PBIS Committee

Committee Role	Name	Position
Special Education	Jennifer Hong	Dyslexia Specialist
Teacher	Tyler McCord	Specials
Teacher	Steven Reynoso	3rd
Teacher	Victoria Nixon	2nd
Teacher	Rochelle Murray	1st
Teacher	Courtney Junemann	K
Teacher	Karla Guerra	PK
Behavior Coach	Derek Benton	Behavior Coach
Administrator	MJ Aceituno	Assistant Principal

Campus Leadership Team

Committee Role	Name	Position
Assistant	Mariah Salas	Executive Assistant
Librarian	Jessica Delacruz	Librarian
Campus Compliance	Jenny Leblanc	CCF
Counselor	Holly Casey	Counselor
Administrator	Kimberly Davidson	Principal
Administrator	MJ Aceituno	Assistant Principal
Instructional Interventionist	Kimberly Hardy	Interventionist
RLA Instructional Specialist	Amy Pierson	Coach
Bilingual Dyslexia Specialist	Ashley Sanchez	Interventionist
Math Instructional Specialist	Erin Grasha	Coach

2024-2025 Campus Education Improvement Committee

Committee Role	Name	Position
Community	Crystal Matthews	Lighthouse Ministries
Parent	Vienna Julien	Parent
District Representative	Kim Kelley	Director of Leadership
Classroom Teacher	Sandra Faries	Special Education
Classroom Teacher	Amber Heryford	3rd Grade
Classroom Teacher	Stacey Volesky	2nd Grade
Classroom Teacher	Kaylie Law	1st Grade
Classroom Teacher	Tasha Rehm	Kinder
Teacher	Katelyn Cole	PK
Non-classroom Paraprofessional	Mariah Salas	Executive Assistant
Administrator	MJ Aceituno	Administrator
Administrator	Kimberly Davidson	Administrator

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**
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
3	1	4			$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
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					
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

2024-2025 Campus Improvement Plan

Accountability Rating: C

Mission Statement

To know every student you serve by name and need.

Vision

To become the best school ever!

Value Statement

Committed
Compassionate
Creative
Collaborative

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2024

Demographics

Demographics Summary

Louis G. Lobit is one of fourteen Title IA schoolwide campuses in Dickinson Independent School District. Lobit Elementary opened its doors in August 2016.

Lobit Elementary School currently serves 762 students in grades PK-3. The campus serves the neighborhoods close to the school. The demographics served include 326 Economically Disadvantaged students (42.8%) and 184 At-Risk students (24.2%).

Lobit Elementary serves students in the following programs: English Language Learners, Gifted and Talented, 504 services, and Special Education services.

The student population is 14.4% African-American, 35.7% White, 4.3% Asian, 39.4% Hispanic, 49.6% male and 50.4% female with a low socioeconomic status of 42.8%. The staff population is 3.9% African-American, 82.5% Anglo, and 13.6% Hispanic, and 5.8% male and 94.2% female with an average of 9 years of experience.

The overall mobility rate for the campus is approximately 11.7%, with a drop-out rate of 0%. The average daily attendance rate for students is 95.7%. The average daily attendance rate for staff is 94%. The district goal is 98%. There are a total of 12 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 41 English As A Second Language Learner students (5.4%), 51 students in the Gifted and Talented program (6.7%), 29 students identified for 504 services (3.8%), 163 students served through special education services (21.4%), and 16 Dyslexia students (2.1%). There are 112 students currently in the RTI process.

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 42.8% and SPED population of 21.4% which are students that need strategies effective with language development to ensure success with ELA TEKS. **Root Cause:** Students are coming to school lacking academic vocabulary.

Problem Statement 2: The lack of support necessary for SPED/504/RTI students to access the TIER 1 curriculum in the classroom setting greatly impacts instruction. **Root Cause:** We are currently only able to serve the students who are already in TIER 3 or identified as SPED or 504.

Student Achievement

Student Achievement Summary

Student achievement data is disaggregated in Skyward and Eduphoria Aware. There is a strong comparison between the data for local benchmarks and state assessments. In order to monitor for Index 3 Standards, we continue to focus on growth in our HISPANIC/AA 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	77
Closing Performance Gaps	90	83

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 3rd 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. **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 3rd grades.

School Culture and Climate

School Culture and Climate Summary

Students enjoy being on campus and feel that it is a fun place to learn. The staff also feels it is a friendly and positive place to work. We work hard to create positive and respectful relationships across all grade levels. The high academic requirements and behavior expectations that we have set up with the Lobit Essentials will hopefully decrease the discipline problems that we saw last year. Faculty and students feel a strong sense of security in the building. The staff has high expectations and students rise to meet those expectations. All students seem satisfied and student attendance is out of student control at this age. Attendance is low at 95.7%. The district goal of 97% 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
- Lobit Essentials and House System for Positive Behavior Support

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 T-TESS 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 are two 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, TPBSI, 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

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:

ELL

Lobit Elementary is not a bilingual campus. We have one or two 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.

Special Education Services

Special programs services that are provided at Lobit Elementary are ECSE and Life Skills, 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 Life Skills 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 Life Skills Program focuses on daily and functional living skills to be as

independent as possible once completing educational requirements and learning a job skill. The BLP program provides 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

- Comprehensive district scope and sequence and planned units
- Data from STAAR, MAP, MCLASS, CLI
- Weekly PLCs with each grade level
- Power PLCs
- Implementation and instruction provided to teachers on STR and Balanced Literacy
- Prime Time
- Data monitored on the Digital Data Wall
- Summit K-12 will be used by all ELL/SPED/RTI students in Grades K-4
- Active SIT Committee

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Planning, instruction, and assessment need to be a cyclical process where each component drives the others. **Root Cause:** PLC process needs to be reset with a focus on the 4 essential questions.

Problem Statement 2 (Prioritized): All students are not reading at or above grade level at the end of second grade.

Problem Statement 3: Tier 1 instruction needs to be differentiated to meet individual students needs.

Problem Statement 4 (Prioritized): Students do not have automaticity with the foundational numeracy and skills.

Problem Statement 5: We have a growing number of dyslexia students that are being underserved.

Problem Statement 6 (Prioritized): The RTI program lacks structure and organization. **Root Cause:** Tier 1 instruction is not always at the proper level, making the need for TIER 2 and 3 interventions disproportionate.

Parent and Community Engagement

Parent and Community Engagement Summary

Lobit Elementary School always welcomes parents and community members in to our school. The community has played a major role in establishing our new school as the heart of the community. We do many events such as book fairs, award ceremonies, music programs, PTO carnivals, and community resource events. Families are involved in campus and district improvement committees. If families speak languages other than English, all communication is available in Spanish and Vietnamese with additional support from bilingual staff members. There are many services available to support students in special programs such as PST, speech, dyslexia, and academic coaches. There are also many community partnerships formed to support families and students such as:

- M. I. Lewis
- Galveston County Social Services
- The Safe Place
- Child Advocacy Center
- De Pelchin
- Telepsychiatric Clinic
- Interfaith Caring Ministries
- Lion’s Club
- ELK's Club
- Dickinson Rotary Club

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

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

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
- Summit K-12 program for all EB students
- MAP testing for all students
- Online Interim Assessments

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): We need to continue to add mobile devices so that all students can have computer access to supplemental online reading and math programs, as well as applicable online assessments. **Root Cause:** We need to have the 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

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

Revised/Approved: September 23, 2024

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

Performance Objective 1: 100% of all PK-3 students will make at least one year's growth in Reading.

High Priority

Evaluation Data Sources: M CLASS
MAP
CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will follow the district's literacy plan in order to embed STR into the balanced literacy instruction in the classroom. **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** ELA Curriculum Specialists Administrators Instructional Interventionist Instructional Coaches Teachers - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 255-Title IIA, - 211-Title IA, - 199-SCE, - Local Funding, - 263-Title IIIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: LES will utilize Instructional Interventionists, Dyslexia Specialists and Instructional Paraprofessionals to provide intervention, dyslexia services, and/or inclusion support for at-risk students in TIER 2 and 3. **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth STAAR Performance TELPAS Growth **Staff Responsible for Monitoring:** Administrators Instructional Interventionists Instructional Paraprofessional Dyslexia Specialist **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: PK-3 teachers will attend targeted professional development in STR implementation with ELA Curriculum Specialist and/or Instructional Coaches. **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** ELAR Curriculum Specialist Instructional Coaches Administrators **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve TIER 1 instruction: Comprehension Fluency Phonics Guided Reading STR **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Principal Deputy Superintendent for Instructional Services Director of Federal Programs/ELL				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Instructional Coaches will model and coach teachers as needed with the implementation of STR into the balanced literacy program and reader's workshop. **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Administrators Instructional Coaches **Funding Sources:** - 211-Title IA, - 199-SCE				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Contracted Services providers will be utilized throughout the year to provide professional development and instructional direction to support early literacy development for staff on campus. **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth CLI Growth STAAR Performance TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Teachers Consultants Administrators Instructional Coaches ELAR Curriculum Specialist **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and proficiency levels of the standards: Strand 1: Vocabulary Strand 2: Comprehension Strand 3: Response Skills Strand 4: Multi-Genres Strand 5: Literary Elements Strand 6: Authors' Purpose Strand 7: Writing Process **Strategy's Expected Result/Impact:** MCLASS MAP STAAR **Staff Responsible for Monitoring:** ELA Curriculum Specialists Principal Assistant Principal Instructional Interventionists Instructional Coaches Teachers **- TEA Priorities:** Build a foundation of reading and math				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Students will take the CLI, mCLASS, and MAP assessments three times per year in order to track proficiency and progress in Reading . **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth CLI Growth Improved data tools **Staff Responsible for Monitoring:** MCLASS Proctors MAP Proctors CLI Proctors Teachers Administrators **- TEA Priorities:** Build a foundation of reading and math				

 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 2: 100% of all 2nd and 3rd grade students will make at least one year's growth in Math.

High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will implement both whole and small group guided math instruction. **Strategy's Expected Result/Impact:** Grade Level Screener Growth CLI Growth MAP Growth STAAR Performance Improved TIER 1 instruction **Staff Responsible for Monitoring:** Math Curriculum Specialist Instructional Coaches Administrators **- TEA Priorities:** Build a foundation of reading and math				

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 the math TEKS and guided math. **Strategy's Expected Result/Impact:** Goal Screener Growth MAP Growth STAAR Performance Improved TIER 1 instruction **Staff Responsible for Monitoring:** Instructional Coaches Administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 199-SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to use Building Fact Fluency, Countdown to STAAR, and Engaging Mathematics 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. **Strategy's Expected Result/Impact:** Goal Screener Growth MAP Growth STAAR Performance Improved TIER 1 instruction **Staff Responsible for Monitoring:** Principal Instructional Coaches Classroom Teachers **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will attend high quality training both in and out of the district based on research based best practices for math (travel expenses included when necessary). **Strategy's Expected Result/Impact:** Goal Screener Growth MAP Growth STAAR Performance Improved TIER 1 instruction **Staff Responsible for Monitoring:** Teachers Academic Coaches Principals **Funding Sources:** Title Funds to pay for training - 255-Title IIA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students will take the online MAP assessment three times per year in order to track proficiency and progress in Math. **Strategy's Expected Result/Impact:** MAP Growth Improved data tools **Staff Responsible for Monitoring:** MAP Proctors Instructional Coaches Administrators **- TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: LES will utilize Instructional Interventionists and Instructional Paraprofessionals to provide intervention, and/or inclusion support to at-risk students in TIER 2 and 3. **Strategy's Expected Result/Impact:** Goal Screener Growth MAP Growth STAAR Performance **Staff Responsible for Monitoring:** Administrators Instructional Interventionists Instructional Paraprofessional - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: The TEA accountability rating for Domain 1 will increase to 85% or better.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use student data to drive instruction that allows students to apply their knowledge to master the grade level curriculum in both familiar and unfamiliar ways. **Strategy's Expected Result/Impact:** Increased Domain 1 Scores Increased number of students achieving meets and masters on STAAR **Staff Responsible for Monitoring:** Teachers Coaches Administrators Students				

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: 85% of EB students will increase their TELPAS composite score by one or more proficiencies levels.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers of ELL students will work to increase language mastery and academic vocabulary acquisition through sheltered instruction. **Strategy's Expected Result/Impact:** TELPAS Composite Scores **Staff Responsible for Monitoring:** ELL Teachers Instructional Coaches Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas. **Strategy's Expected Result/Impact:** TELPAS Growth **Staff Responsible for Monitoring:** Instructional Coaches Administrators LPAC Coordinator ELL teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development. **Strategy's Expected Result/Impact:** STAAR Growth TELPAS Growth **Staff Responsible for Monitoring:** Administrators LPAC Coordinators ELL Teachers Instructional Coaches				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: 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
Character Strong
Second Step

Strategy 1 Details	Reviews			
Strategy 1: Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction **Staff Responsible for Monitoring:** Administrators Counselor Instructional Coaches **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will actively participate in PLC meetings that are focused on instruction and student improvement.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction **Staff Responsible for Monitoring:** Administrators Instructional Coaches Classroom Teachers				

Strategy 3 Details	Reviews			
	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. **Strategy's Expected Result/Impact:** Enhanced PLC Improved TIER 1 instruction **Staff Responsible for Monitoring:** Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services Contracted Services Instructional Coaches				

Strategy 4 Details	Reviews			
	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. **Strategy's Expected Result/Impact:** Enhanced PLC and planning of TIER 1 instruction **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers Administrators				

Strategy 5 Details	Reviews			
	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. **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth STAAR Performance Increased differentiation **Staff Responsible for Monitoring:** Teachers Administrators Director of Technology Director of Educational Services **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: GT enrichment will be provided to identified students through the utilization of cluster classes. **Strategy's Expected Result/Impact:** Increased enrichment opportunities Increased level of Meets and Master on STAAR **Staff Responsible for Monitoring:** Instructional Coaches Administrators GT Teachers				

 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 97% for the school year.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance incentives will be offered each nine weeks and rewards giving to students who meet the campus goal. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Attendance Clerk Teachers Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Counselor Social Worker				

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 also discuss with students the importance of being at school each day so that learning can occur. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Teachers Attendance Clerk Receptionist Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: We will utilize the District Attendance Intervention Specialists to help us with students that have chronic attendance issues that cannot be resolved at the campus level. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** District Attendance Intervention Specialists Principal				

 No Progress Accomplished Continue/Modify Discontinue

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
Character Strong
Second Step
Kelsoe's Choice

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Promote "No Place for Hate" program campus wide. Along with our current Character Education programs we will address the following: Violence Prevention Bullying Character Traits **Strategy's Expected Result/Impact:** Increased safety Increased citizenship **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements. **Strategy's Expected Result/Impact:** Increased awareness Increased safety **Staff Responsible for Monitoring:** Teachers Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 2) Campus will participate in Red Ribbon Week. **Strategy's Expected Result/Impact:** Increased awareness Increased coping skills Increased decision making skills **Staff Responsible for Monitoring:** Counselor				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Promote a safe and secure school environment by utilizing the Standard Response Protocol to respond to emergency situations. **Strategy's Expected Result/Impact:** Increased awareness Decreased confusion and response time in emergency situations. **Staff Responsible for Monitoring:** Administrators Campus Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment. **Strategy's Expected Result/Impact:** Increased student and teacher relationships Decreased discipline referrals **Staff Responsible for Monitoring:** Counselors Administrators Behavior Coach Classroom Teachers **Funding Sources:** - Local Funding				

No Progress

Accomplished

Continue/Modify

Discontinue

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
SHAC participation

Strategy 1 Details	Reviews			
Strategy 1: 2) All PK-4 students will participate in daily recess.	Formative			Summative
Strategy's Expected Result/Impact: Increased opportunities for movement Increased focus in the classrooms. **Staff Responsible for Monitoring:** Teachers	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: We will implement the Daily Mile to encourage movement while also building self-esteem and relationships.	Formative			Summative
Strategy's Expected Result/Impact: Increased opportunities for movement Increased self-esteem Increased relationships **Staff Responsible for Monitoring:** Teacher Principal	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Through our master schedule, we will make sure that each student participates in vigorous physical activity during the PE classes for the required minutes.	Formative			Summative
Strategy's Expected Result/Impact: Increased physical fitness opportunities **Staff Responsible for Monitoring:** PE Teachers Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: We will have campus participation on the district's SHAC Committee as well as the FitnessGram.	Formative			Summative
Strategy's Expected Result/Impact: Increased physical fitness opportunities Increased healthy choices **Staff Responsible for Monitoring:** PE Coaches Administrators SHAC Representative	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Discipline referrals for noncompliance, disrespect and class disruptions will stay below 5%.

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment. **Strategy's Expected Result/Impact:** Increased student and teacher relationships Decreased discipline referrals **Staff Responsible for Monitoring:** Counselors Administrators Behavior Coach Classroom Teachers **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will utilize the school wide discipline plan and the Lobit Essential 20 in order to teach and reinforce campus behavior expectations. **Strategy's Expected Result/Impact:** Increased citizenship Increased awareness of expectations Decreased discipline referrals **Staff Responsible for Monitoring:** Teachers Administrators				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: Increase the home to school connection by communicating important school/district information and parent engagement activities to 100% of all stakeholders.

Evaluation Data Sources: Parent Survey Results
Community/Business Partnerships
Parent Engagement activity attendance
Participation in PTO events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will make available the English version of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus libraries in an effort to build parent engagement. A Spanish translation will be available upon request. **Strategy's Expected Result/Impact:** Increased transparency in planning **Staff Responsible for Monitoring:** Principal School Secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. The Parent and Family Engagement Policy was developed by the CIC with input from the following parents: Monique Green, Kacee Jackson, Morgan Smith, Maygen Valdez, and Katie Parker-PTO Board Members. **Strategy's Expected Result/Impact:** Increased Parent Engagement **Staff Responsible for Monitoring:** Principal CIC Committee PTO School Secretary				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recruit teachers, parents, community and business members to be a part of the CIC. **Strategy's Expected Result/Impact:** Increased input from all stakeholders **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase the home/school connection by providing parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities through social media and web pages, teacher communication logs, and flyers. **Strategy's Expected Result/Impact:** Increased communication Increased parent and community engagement **Staff Responsible for Monitoring:** Principal Campus Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide high quality and timely customer service addressing community and parental questions at the campus level. **Strategy's Expected Result/Impact:** Increased positive community and parent communication **Staff Responsible for Monitoring:** Principal Campus Staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Lobit Middle School. **Strategy's Expected Result/Impact:** Increased number of Kindergarten students registered prior to August Decreased transition anxiety for student and parents **Staff Responsible for Monitoring:** Principal Counselor Teachers Lobit Middle School Staff **Funding Sources:** - 211-Title IA				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path. **Strategy's Expected Result/Impact:** Increased exposure to various careers and colleges **Staff Responsible for Monitoring:** Teachers Counselor Administrators **TEA Priorities:** Connect high school to career and college				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: At our Parent Universities, we will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving. **Strategy's Expected Result/Impact:** Increased parent involvement Increased student achievement **Staff Responsible for Monitoring:** Teachers Instructional Coaches Administrators				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: In November, we will provide individual parent- teacher conferences. We will share with parents the grade level standards and how their child is performing in comparison to those grade level standards. **Strategy's Expected Result/Impact:** Increased parent involvement Increased student achievement **Staff Responsible for Monitoring:** Teachers Instructional Interventionists				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: The campus will offer a variety of parent and family engagement meeting during the school year in order to strengthen involvement between home and school. 1. Registration-8/1-8/2 2. Meet the Teacher-8/13 @ 3-5 4. Parent Orientations-9/5 @ 5 7. 5 Monthly Music Programs @ 6 8. Open House-March 2025 9. PK/K Roundup-May 2025 10. Book Fair Family Nights in October and March **Strategy's Expected Result/Impact:** Increased parent engagement **Staff Responsible for Monitoring:** All staff				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: LES will have a Parent Engagement Coordinator that will coordinate/document all parent engagement activities on campus throughout the year. **Strategy's Expected Result/Impact:** Increased parent engagement Proper documentation of parent engagement activities **Staff Responsible for Monitoring:** Principal Parent Engagement Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Keep the turnover rate to below 5% through the use of mentoring, instructional coaching, staff development, teacher feedback and an increased focus on hiring highly qualified personnel.

Evaluation Data Sources: Staff Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrators will provide tiered interventions designed to assist teachers in meeting district and state standards in the classroom. **Strategy's Expected Result/Impact:** Improved TIER 1 instruction Decreased turnover rate Increased TIA Participation **Staff Responsible for Monitoring:** Administrators Instructional Coaches **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Any teacher new to the profession will participate in the mentor/protege program provided by the district. Second year teachers will join the district's Navigator program for additional support. **Strategy's Expected Result/Impact:** Improved TIER 1 instruction Decreased turnover rate Increased TIA Participation **Staff Responsible for Monitoring:** Dir. of Prof Development Principal **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Principal will encourage 100% of certified teachers to apply for ESL and SPED certification so that all teachers are trained to meet the needs of diverse learners. **Strategy's Expected Result/Impact:** Increased # of teachers with ESL and SPED certifications. **Staff Responsible for Monitoring:** Principal Teachers Human Resources				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus will continue to interview and hire highly qualified teachers for our campus. Through the use of our Instructional Coaches, we will work to make sure that no teacher goes unsupported. **Strategy's Expected Result/Impact:** Increased retention of highly qualified staff **Staff Responsible for Monitoring:** Administrators Instructional Coaches Director of Professional Development **Funding Sources:** - 211-Title IA, - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The campus will use T-TESS as our teacher observation tool. T-TESS will allow for teachers to set both professional practice and student growth goals that relate to campus and district goals. **Strategy's Expected Result/Impact:** Increased Teacher Effectiveness Increased retention of highly qualified staff Increased TIA Participation **Staff Responsible for Monitoring:** Administrators Teachers Director of HR **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. **Strategy's Expected Result/Impact:** Increased staff input Increased staff satisfaction **Staff Responsible for Monitoring:** Campus Staff Principal				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: All students will have one-to-one devices and technology will be incorporated into instruction in 100% of the classrooms at LES.

Evaluation Data Sources: Increased device usage
Student products that incorporate technology
Technology usage demonstrated in observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All K-3 students will participate in a weekly technology class as part of the specials rotation. **Strategy's Expected Result/Impact:** Increased computer literacy **Staff Responsible for Monitoring:** Master schedule Computer Lab Paraprofessional				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Technology will be added at the campus in order to move towards our goal of having a 1-1 technology to student ratio. **Strategy's Expected Result/Impact:** Increased access to technology **Staff Responsible for Monitoring:** Technology Department Principal				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Through the combined efforts of campus staff, district operations and facilities, and district business services, LES will be well maintained and have all necessary resources.

Evaluation Data Sources: Campus work orders
Campus budget

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner.	Formative			Summative
Strategy's Expected Result/Impact: Increased building maintenance **Staff Responsible for Monitoring:** School Secretary Campus Staff	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Administration and custodial staff will do weekly walkthroughs of the campus to list structural and classroom maintenance needs.	Formative			Summative
Strategy's Expected Result/Impact: Increased building maintenance **Staff Responsible for Monitoring:** Administrators Custodial Staff	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic and extracurricular experiences for all students.	Formative			Summative
Strategy's Expected Result/Impact: Increased building maintenance Improved access to supplies and materials **Staff Responsible for Monitoring:** Campus Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: LES will focus on energy management and conservation to help reduce energy costs for the district by follow the daily and holiday shut down procedures.	Formative			Summative
Strategy's Expected Result/Impact: Decreased energy costs **Staff Responsible for Monitoring:** Campus Administrators District Energy Administrators	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: In coordination with the business office, we will comply with 100% of all financial management policies/practices for federal, state, and local funding.

Evaluation Data Sources: Campus Budgets
Purchase Orders

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

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	5	1			$0.00
1	5	5			$0.00
3	1	6			$0.00
4	1	4			$0.00
				Sub-Total	$0.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	6			$0.00
1	2	2			$0.00
1	2	4	Title Funds to pay for training		$0.00
1	2	6			$0.00
1	5	1			$0.00
4	1	2			$0.00
				Sub-Total	$0.00

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	5			$0.00
1	2	2			$0.00
1	2	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	5	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
1	1	6			$0.00
1	2	6			$0.00
1	5	1			$0.00
				Sub-Total	$0.00

Dickinson Independent School District

Silbernagel Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Our Mission

Build a foundation for ALL learners in a safe and supportive environment that promotes life-long learning.

Vision

Our Vision

A collaborative and inclusive learning community that cultivates teamwork and development of the whole child.

Value Statement

Collective Commitments

1. We will collaborate with one another to create a positive and engaging learning environment for all students.
2. We will actively participate in planning and decison-making processes to ensure that our students' needs are met and their potential is maximized.
3. We will create a safe and welcoming environment for students and staff, where they feel valued and respected.
4. We model positive behaviors and attitudes for our students, showing them what it means to be respectful, responsible and kind.
5. We will celebrate our students' and staff achievements and milestones, recognizing their hard work and dedication.
6. We will seek out opportunities for professional development and growth, knowing that our own learning is essential to our students' success.

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Comprehensive Needs Assessment

Revised/Approved: April 24, 2024

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

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**				

2023-24

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	**# of Students**	**Population by Ethnicity**	**% of Students**	**Student Groups**	**% of Students**
EE	23	African American	11.36%	Econ. Disadvantaged	82.68%
Prekindergarten	68	Asian	1.49%	At-Risk	64.25%
Kindergarten	114	Hispanic	71.69%	ESL	6.70%
1st grade	101	Native American	.93%	LEP (Bilingual)	33.89%
2nd grade	123	Pacific Islander	0	Military	3.35%
3rd grade	108	White	12.85%	Special Education	21.97%
		Two or more	1.68%	Speech Services	17.69%
				Gifted/Talented	7.08%
Total	639				

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.

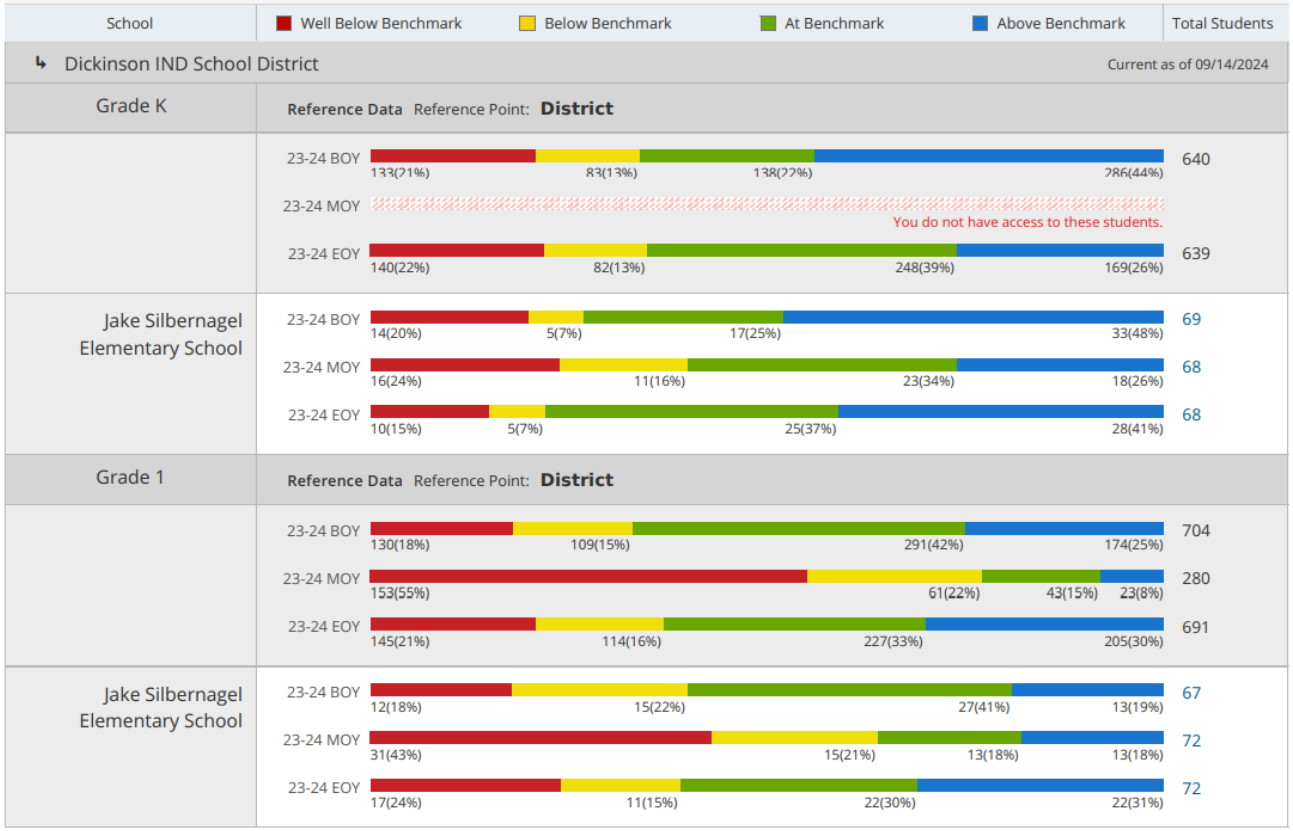
Problem Statements Identifying Demographics Needs

Problem Statement 1: Our average daily attendance has decreased.

Student Achievement

Student Achievement Summary

2023-24 MClass Data:



2023-24 MAP Data - 2nd & 3rd grade

Silbernagel Elementary School

Math: Math K-12

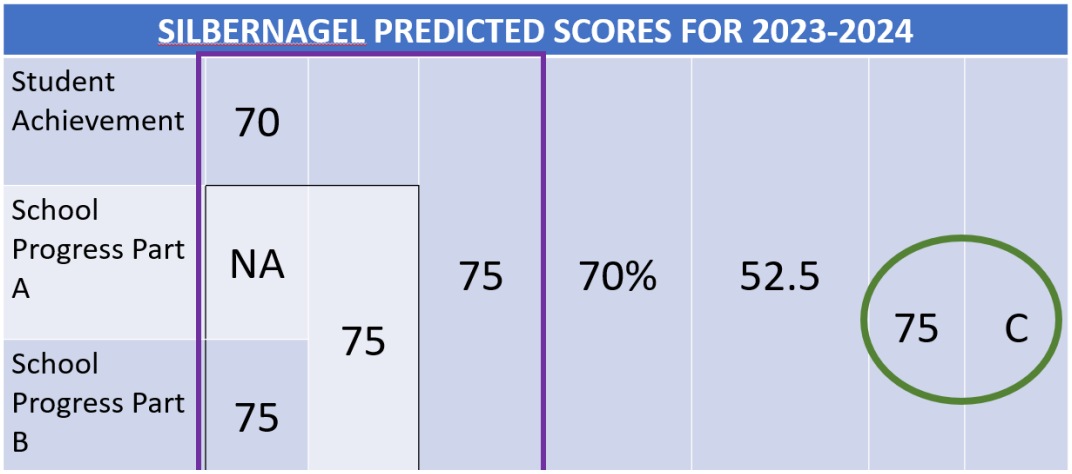
		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed 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
2	118	171.8	12.6	29	186.8	11.0	34	15	0.8	14.4	0.28	61	118	64	54	49
3	101	182.6	14.4	16	198.7	16.7	36	16	0.8	12.3	1.79	96	101	67	66	67

Silbernagel Elementary School

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	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
2	80	168.0	15.1	25	184.2	15.5	42	16	1.2	13.1	1.24	89	80	58	73	64
3	66	182.9	15.4	30	193.1	16.6	29	10	1.0	10.7	-0.22	41	66	30	45	44

2024 STAAR Data



Closing the gaps	74			30%	22.2	

Component	Points Earned	Points Possible	Score	Weight	Points
Academic Achievement	13	32	40.6	60.0	24.4
Growth or Graduation					
English Language Proficiency	3	4	75.0	20.0	15.0
School Quality or Student Success:	4	16	25.0	20.0	5.0
			Closing the Gaps Domain Raw Score		44
			Closing the Gaps Domain Scale Score		74
					C

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard					
	All Students	Af American	Hispanic	High Focus	Component Points
Reading 2023-27 Interim	46	34	39	37	
Reading 2038 Long Term	73	67	70	69	
Reading 2023	39	36	37	36	
Reading 2024	43 43/101	60 6/10	35 26/74	37 32/87	
Points	2	3	0	3	8
Met Minimum Size	Yes	Yes	Yes	Yes	
Mathematics 2023-27 Interim	49	33	44	42	
Mathematics 2038 Long Term	75	67	72	71	
Mathematics 2023	35	29	34	31	
Mathematics 2024	37 38/102	40 4/10	31 23/75	33 29/87	
Points	1	3	0	1	5
Met Minimum Size	Yes	Yes	Yes	Yes	
Total Academic Achievement Component Points					**13**

English Language Proficiency	
	Component Points
(2023-27) Interim	49
(2038) Long Term	55
Prior Year Rate	39
2024 Advanced High or Basic Fluency	51 (61/119)
Points	3
Met Minimum Size	Yes
Total English Language Proficiency Component Pts	3

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.

Overall STAAR rating increased from a 68 to 75 for the 2024 school year.

Math STAAR results increased by 8% in Meets or better.

RLA STAAR results increased by 8% in Masters.

School Culture and Climate

School Culture and Climate Summary

Silbernagel boasts a vibrant and supportive culture, reflected in the well-maintained campus and the positive atmosphere that pervades every corner. Students genuinely enjoy coming to school, as they are greeted each day with words of encouragement that set a positive tone for their day. This warm welcome contributes significantly to their overall sense of belonging and motivation.

Visitors frequently comment on the positive school climate, noting the family atmosphere that makes everyone feel at home. This is a place where everyone is welcomed with warmth and professionalism, fostering a strong sense of community and mutual respect.

In summary, our school culture and climate are characterized by a well-maintained campus, enthusiastic and happy students, and a welcoming, family-like environment that is recognized and appreciated by all who visit.

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.
- All students and staff participate in Unity Day.
- Silbernagel conducted all required safety drills.
- Teachers are given an increased amount of time for planning.
- Student birthdays are recognized daily.
- Grandparents are recognized through Grandparents Day.
- Each grade level/team has an extended CTT (Collaborative Team Times) each week.
- Field trips are provided for all grade levels that are TEKs aligned to support curriculum taught in classrooms.
- Conflict Corner
- Restorative Practice
- Motivational Assemblies/House Rallies
- Red Ribbon Week Assemblies
- Parent Engagement Coordinator
- Author Visit
- Multicultural Fair
- Awards Assemblies every nine weeks - parents are invited.
- Carnivals held at the end of each semester celebrating student attainment of goals
- Monthly staff birthday and pot luck luncheons.

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

This year, our school welcomed 11 new teachers to our team. These additions were necessary due to staff moving to new locations, some leaving the education profession, and adjunct teachers not meeting the district timeline. Despite these changes, our commitment to maintaining high staff quality remains unwavering.

At Silbernagel, we firmly believe that all students will be successful. This belief is deeply ingrained in our school culture and drives our efforts in staff recruitment and retention. We strive to hire dedicated, passionate educators who share this vision and are committed to fostering student success.

To ensure our teachers are well-prepared and continually growing, all teachers receive comprehensive professional development before the school year begins and ongoing training throughout the year. This commitment to professional development helps our teachers stay updated with the latest educational practices and enhances their ability to support and inspire students effectively.

Our focus on quality, combined with our supportive and growth-oriented environment, contributes to retaining talented educators who are dedicated to making a positive impact on our students' lives.

Staff Quality, Recruitment, and Retention Strengths

- High expectations are set for staff attendance.
- Our instructional coaches 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 in 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.
- Stay interviews conducted with every teacher.
- Conduct learning walks during 24-25 school year.
- Teacher surveys of strengths and weaknesses to determine needed professional development.

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

At Silbernagel, our curriculum, instruction, and assessment practices are designed with a focus on data-driven decision-making to ensure all students receive the support they need to succeed.

Data-Driven Instruction: We use data as a primary source to guide our instruction. By regularly analyzing student performance data, we can identify areas where students excel and where they need additional support. This enables us to tailor our teaching strategies to address the specific needs of each student, ensuring a more personalized learning experience.

Spiraling and Re-Teaching: Our instructional approach includes spiraling and re-teaching concepts to reinforce learning and ensure mastery. Spiraling allows us to revisit key concepts throughout the year, helping students retain and build on their knowledge. When assessments indicate that students have not fully grasped a concept, re-teaching is implemented to provide additional opportunities for understanding.

Meeting the Needs of All Learners: Instruction at Silbernagel is designed to meet the diverse needs of all learners. We employ differentiated instruction strategies to accommodate various learning styles and abilities. Our teachers are trained to create inclusive lesson plans that challenge students while providing the necessary support for those who may struggle.

By combining data-driven instruction, spiraling, and re-teaching with a commitment to meeting the needs of all learners, we create an educational environment where every student has the opportunity to thrive.

Curriculum, Instruction, and Assessment Strengths

Strengths within our campus relating to curriculum, instruction, and assessment include the following:

- Instructional Interventionists provide Tier 3 intervention for our students.
- Instructional coaches provide support to teachers to improve Tier 1 instruction.
- CTT meetings are held weekly 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.
- Dyslexia classes are provided to students identified through 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 three times a year in K-1st grade
- Instructional coaches provide strategies on how to enrich during planning.
- Fundations in Pre-K - 3rd grade (English)
- Common assessments are tied to the essential standards.
- Intervention for Tier 2 is done daily with progress monitoring being implemented.
- Incentives set for individual student goals.

- Students are taking ownership of their own learning through goal setting and monitoring.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need support with providing appropriate enrichment and extension in all subjects.

Problem Statement 2: Curriculum needs to be more cohesive.

Problem Statement 3: Campus is in need of resources to create and build students' background knowledge on various topics that aligns appropriately with grade level standards.

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, grandparents day and grade level programs. 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.

Our Campus Parent Engagement Policy was updated on Wednesday, April 24, 2024. Committee members included Leslie Burke - Principal, Marlene Alaniz - counselor, AJ Lemmon - Assistant Principal, Chloe Cook - teacher, Sarah Burch - teacher, Stephanie White - teacher, Sandra Gomez- Instructional Specialists, Samantha Ramirez - teacher, Michelle Mc Vean - paraprofessional, Mary Termini teacher and Kendall Baker - teacher.

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 community and 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
- Grandparent's Day
- Veteran's Day program

- Career Day
- Parent Resource Fair
- Cycle Bikes
- Grade level music programs
- Field Day
- Awards Assemblies
- GT Product Fair
- 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

Our school is highly regarded by both students and parents, who consistently express positive perceptions of the campus environment. This positive perception is a testament to our commitment to creating a welcoming and supportive atmosphere for everyone.

To support our dedicated teachers, we provide a 60-minute planning period each day. This valuable time is allocated for teachers to plan and refine their instruction, disaggregate and analyze student data, communicate with parents, and attend necessary meetings. This ensures that our teachers are well-prepared to deliver high-quality education and address the individual needs of their students effectively.

By fostering a positive campus environment and providing essential planning time for teachers, we ensure that our school remains a place where students can thrive and teachers can perform at their best.

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 once a week 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 times a month 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.

Technology

Technology Summary

At Silbernagel Elementary, technology integration is a key component of our educational approach. Each classroom is equipped with a Chromebook cart, ensuring that every student has access to their own device. This one-to-one device initiative supports a wide range of learning activities and helps students develop essential digital skills.

In addition to daily use of technology in the classroom, we offer a dedicated technology class as part of our auxiliary schedule. Students attend this class once a week, where they learn important skills such as keyboarding, creating PowerPoint presentations, and other essential computer competencies. This structured approach ensures that students are not only proficient in using technology for their current studies but also prepared for future academic endeavors.

By providing individual devices and a comprehensive technology curriculum, we equip our students with the tools and skills they need to succeed in a digitally-driven world.

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 and third 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

Goals

Revised/Approved: June 26, 2024

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

Performance Objective 1: All students will show one year or more growth in reading. Increase the performance of all students and student groups on the 3rd grade STAAR assessment. The TEA Accountability rating for Domain 1 will increase to 80% or better.

High Priority

Evaluation Data Sources: Improved STAAR results, TELPAS, MAP, MCLASS, IEP progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ELA Instructional Specialists attend ELA & Social Studies CLT meetings that model research based best practice in the content areas. **Strategy's Expected Result/Impact:** Improved STAAR performance. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Academic Coaches - 211-Title IA - 211--8-11-105-30-00-6119-00 - $126,661				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Contracted services with consultants will be provided to assist teachers in overall student improvement through differentiation and focused teaching. **Strategy's Expected Result/Impact:** Improved STAAR performance in all student groups **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Contracted Services - 255-Title IIA - 255-8-13-105-24-29-6299-00 - $2,600				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms. **Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies and materials - 211-Title IA - 211-8-11-105-30-29-6399-00 - $22,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CTT meetings once a week for planning and professional learning. **Strategy's Expected Result/Impact:** Schedule of CTT meetings, agendas and sign-in sheets. Lesson plans are collaborative, aligned with TEKS, improved common assessments and CBA performance **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Classroom teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Actively participate in team meetings that are focused on instruction and student improvement. Team meetings will also address exploring strategies to promote higher order thinking skills in all students, interventions for closing instructional gaps and sharing best practices. **Strategy's Expected Result/Impact:** Team meetings, data to reflect increase in individual scores. **Staff Responsible for Monitoring:** teachers instructional specialists				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teacher and student creation of data sheets so students can track their progress and set goals. School will focus on having Academic Celebrations and Recognition for progress. **Strategy's Expected Result/Impact:** Students can articulate their progress. **Staff Responsible for Monitoring:** Principal				

Strategy 7 Details	Reviews			
Strategy 7: Instructional Coaches will model and coach teachers as needed with the RLA components.	Formative			Summative
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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661				

Strategy 8 Details	Reviews			
Strategy 8: Improve TELPAS proficiency levels from previous year. Monitor ELL, ESL, M1, M2 and waiver students for academic progress.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of student growth and performance level on common assessments, CBA, TELPAS and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Bilingual teachers, instructional specialists				

Strategy 9 Details	Reviews			
Strategy 9: Conduct learning walks throughout the year.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of student growth and increased performance level on curriculum based assessments and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators and instructional specialists c				

Strategy 10 Details	Reviews			
Strategy 10: Dyslexia students served every day for forty-five minutes with the dyslexia teacher. Reading by Design will be used.	Formative			Summative
Strategy's Expected Result/Impact: Student progress and achievement level on common assessments, curriculum based assessments and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Dyslexia specialist **Funding Sources:** - Special Programs				

Strategy 11 Details	Reviews			
Strategy 11: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661, Contracted Services - 211-Title IA - 211-8-13-105-30-24-6200-DW - $4,166, Professional Development - 255-Title IIA - 255-8-13-105-24-29-6299-00 - $2,600, - Local Funding				

Strategy 12 Details	Reviews			
Strategy 12: Support from educational staff in reading explaining the TEKS at each grade level. Involve teachers from selected grade levels to write and review common assessments.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student progress and increase achievement levels on curriculum based assessments and STAAR & training sign-in sheets **Staff Responsible for Monitoring:** Curriculum specialist				

Strategy 13 Details	Reviews			
Strategy 13: Increase in walkthroughs to ensure implementation of TEKS in reading at all grade levels.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student progress and higher achievement levels on curriculum based assessments and STAAR. **Staff Responsible for Monitoring:** Administrators, ELA curriculum specialists				

Strategy 14 Details	Reviews			
Strategy 14: GT enrichment will be provided throughout the instructional day for students identified as GT.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 10% increase of students reaching Masters performance level on STAAR. **Staff Responsible for Monitoring:** Instructional Specialists				

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
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student progress in reading **Staff Responsible for Monitoring:** Instructional Specialists and Administrators **TEA Priorities:** Build a foundation of reading and math				

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: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literacy Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di) **Strategy's Expected Result/Impact:** Vertical Alignment Kinder-4th grade **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

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. **Strategy's Expected Result/Impact:** Acquisition of Spanish/English **Staff Responsible for Monitoring:** Bilingual Instructional Specialist and Administrators				

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. **Strategy's Expected Result/Impact:** Increased number of students on grade level in reading. **Staff Responsible for Monitoring:** Administrator **TEA Priorities:** Build a foundation of reading and math				

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. **Strategy's Expected Result/Impact:** Increase number of ELL students on grade level in reading **Staff Responsible for Monitoring:** Bilingual instructional specialists and administrators. **TEA Priorities:** Build a foundation of reading and math				

Strategy 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. **Strategy's Expected Result/Impact:** Increase number of ELL students on grade level in reading **Staff Responsible for Monitoring:** Bilingual instructional specialists and administrators. **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: All students will show one year or more growth in math. Increase the performance of all students and student groups on the 3rd grade STAAR assessment. The TEA Accountability rating for Domain 1 will increase to 80% or better.

High Priority

Evaluation Data Sources: Improved STAAR results, CA's, Eureka assessments, MCLASS, MAP, IEP progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional specialist will attend math & science CLT meetings that model research based best practice in the content areas. **Strategy's Expected Result/Impact:** Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders. **Staff Responsible for Monitoring:** Instructional specialists & administrator **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To improve instructional practices and promote small group instruction, teachers will have an opportunity to observe other math teachers. **Strategy's Expected Result/Impact:** Evidence of student growth on common assessments and curriculum based assessment. **Staff Responsible for Monitoring:** Instructional specialists and administrator **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers and instructional specialists will continue to receive professional development to improve instructional practices...Eureka, CAMT, Math Games for the Texas State Standards, etc. **Strategy's Expected Result/Impact:** Evidence of student growth on common assessments and curriculum based assessment. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms. **Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Administrator **Funding Sources:** Materials - 211-Title IA - 255-8-23-105-24-29-6399-00 - $946				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiantion and focused teaching. **Strategy's Expected Result/Impact:** Documented classroom observations of teachers and coaches using strategies. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Adminstrators				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: All students will 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. **Strategy's Expected Result/Impact:** Documented sign-in sheets of training, classroom environment, small guide groups and formative data binders, walk-throughs, improved CBA results, increased reading levels as measured by DRA, CBA and STAAR **Staff Responsible for Monitoring:** Curriculum specialists, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Contracted services will be provided to assist teachers in overall student improvement through differentiation and focused teaching in writing. **Strategy's Expected Result/Impact:** Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders. **Staff Responsible for Monitoring:** Principal **Additional Targeted Support Strategy** **Funding Sources:** Contracted Services and programs - 211-Title IA - 211-8-13-105-30-24-6200-DW - $4,166, - IDEA B, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide supplemental instructional materials that support professional development. -Writing - Empowering Writers -Social Studies -Leveled books (Balanced Literacy Library) -Comprehension -Phonics -Guiding Readers and Writers -Climb Inside a Poem -Interactive Read Aloud -Lucy Calkins Units of Study -Multisensory Grammar - Patterns of Power - Scholastic Storyworks - Scholastic Short Reads **Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via CBA and STAAR results **Staff Responsible for Monitoring:** Principal **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 RLA components. Instructional Interventionists and teachers provide Tier 2 intervention to students. **Strategy's Expected Result/Impact:** Classroom environment, small guided groups and formative data binders. **Staff Responsible for Monitoring:** Administrator **Funding Sources:** FTE 2.0 - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661, - 199-SCE, - Local Funding				

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. **Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Administrators				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 4: 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
Strategy's Expected Result/Impact: Evidence of student growth on informative and formative assessments.	Nov	Jan	Mar	June
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
Strategy's Expected Result/Impact: Well developed program for students with disabilities.	Nov	Jan	Mar	June
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 (UIL A+ and related field trips), and supporting of non-profit competitions related to UIL A+ in order to provide an enriched and accelerated curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Improved STAAR scores	Nov	Jan	Mar	June
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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				

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. **Strategy's Expected Result/Impact:** Promote fine arts with our students. **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. **Strategy's Expected Result/Impact:** Improved STAAR scores **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: Create and maintain a safe and supportive environment for students and staff.

High Priority

Evaluation Data Sources: Analysis of office referral data

Strategy 1 Details	Reviews			
Strategy 1: Counselor will attend training on guidance lessons in order to provide students with weekly guidance lessons that focus on bullying, relationships, abuse, etc.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student attendance **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use Core Essential Social Skills, Character Strong, right choice programs, and It Starts with Hello to promote positive character development.	Formative			Summative
Strategy's Expected Result/Impact: Classroom walk-throughs, office referral documentation **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis.	Formative			Summative
Strategy's Expected Result/Impact: Documented services and materials supplied to students. Student attendance. **Staff Responsible for Monitoring:** Counselor, District Social Worker **Funding Sources:** Instructional materials - 211-Title IA - 211-8-11-105-30-29-6399-41 - $300, Transportation - 211-Title IA - 211-8-11-105-30-29-6412-41 - $2,083	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 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. **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Staff will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting in order to address specific situations. **Strategy's Expected Result/Impact:** Documentation of trainings and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Administrators	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Provide teachers training on bully prevention in order to notice signs in the classrooms. **Strategy's Expected Result/Impact:** Reduction in the number of referrals for bullying and increase in student attendance **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Provide physical education classes for all students 2-3 days a week. **Strategy's Expected Result/Impact:** Improvement in physical fitness of students. **Staff Responsible for Monitoring:** PE teacher	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: 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. **Strategy's Expected Result/Impact:** Reduction in the number of referrals **Staff Responsible for Monitoring:** Administrators, cafeteria staff, custodial staff, teachers, instructional coaches, counselor, librarian	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Increase student attendance from 93% to 95%.

High Priority

Evaluation Data Sources: Weekly PEIMS/Skyward/Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide various attendance incentives to individual students and classrooms. **Strategy's Expected Result/Impact:** Increase in daily student attendance. **Staff Responsible for Monitoring:** Administration, counselor, teachers, attendance clerk				

 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 8, 2024 to promote the importance of reading, writing and math and provide parents with strategies and activities they can do at home to help their children with these skills. Make and Take activities will be provided. **Strategy's Expected Result/Impact:** Analysis of parent surveys, attendance sheets **Staff Responsible for Monitoring:** Instructional Interventionists/Coaches Administrators Classroom Teachers Librarian **Funding Sources:** Snacks - 211-Title IA - 211-8-61-105-30-29-6499-00 - $200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents will be invited to all school functions such as: - Parent Orientation/Title 1 Nights - - ELL parent night - Field Day - Evening book fairs - Open House - Music Programs - Awards Assemblies - Grandparents' Day **Strategy's Expected Result/Impact:** Parent survey, sign in sheets **Staff Responsible for Monitoring:** Instructional Interventionists/Coaches, Administrators, classroom teachers, counselor, librarian **Funding Sources:** Snacks for parent meetings - 211-Title IA - 211-8-61-105-30-29-6499-00 - $200				

Strategy 3 Details	Reviews			
Strategy 3: Staff Schoology and campus web pages will be kept current and used to communicate with parents and the community.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: up-to-date web pages **Staff Responsible for Monitoring:** Classroom teachers, receptionist				

Strategy 4 Details	Reviews			
Strategy 4: Recruit staff, parent, community and business members to participate in the evaluation, development and planning of the campus improvement plan during the school year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Documentation of invitations, meetings with sign-in sheets, agendas, notes and completed CIP. **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. **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 **Staff Responsible for Monitoring:** teachers				

Strategy 7 Details	Reviews			
Strategy 7: Provide parents with their child's academic results on state assessment.	Formative			Summative
Strategy's Expected Result/Impact: Provide necessary student information for parents to access website.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators				

Strategy 8 Details	Reviews			
Strategy 8: Provide parental conferences with teachers on their child's academics.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of invitation and sign in sheets	Nov	Jan	Mar	June
Staff Responsible for Monitoring: teachers				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** Community Involvement **Staff Responsible for Monitoring:** Administrator				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Pre-K and Kindergarten transition day provided for students on August 14. **Strategy's Expected Result/Impact:** Students and parents meet teachers and other students before school begins. **Staff Responsible for Monitoring:** Teachers, Administrators				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Parent Engagement Coordinator will help plan and implement parent engagement activities throughout the year. **Strategy's Expected Result/Impact:** Increase in parent involvement - sign-in sheets **Staff Responsible for Monitoring:** Administrator				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Parent assistance in understanding content standards, how to monitor their child's progress and help improve student achievement. **Strategy's Expected Result/Impact:** Parent Survey Results **Staff Responsible for Monitoring:** Parent Engagement Coordinator and Administrators				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: Reduce the turnover rate by 5% through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Evaluation Data Sources: Retain highly qualified effective teachers and recruit the best highly qualified teachers for the staff.

Strategy 1 Details	Reviews			
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 **Staff Responsible for Monitoring:** Campus Administrators	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Any new teacher will be provided support from a mentor teacher located on the campus.	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. **Staff Responsible for Monitoring:** Director of Professional Development, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Give timely feedback to teachers from walkthrough visits and observations.	Formative			Summative
Strategy's Expected Result/Impact: Eduphoria (Strive) records, administrator tracking sheets of walkthrough visits **Staff Responsible for Monitoring:** Principal, Assistant Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Director of Professional Development, Principal, Director of Human Resources **Funding Sources:** - Local Funding	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide staff with researched based training and materials to enhance instruction for all students in all content areas.	Formative			Summative
-	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improvement in MCLASS, MAP and STAAR scores **Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services, Director of Federal Programs, Director of Professional Development, Principal, Teacher **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Supplies and materials - 255-Title IIA - -8-13-105-24-29-6399-00 - $1,000				

Strategy 6 Details	Reviews			
Strategy 6: District campus principals and their collaborative teams will be provided with training, support, materials and coaching on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services, Director of Professional Development				

Strategy 7 Details	Reviews			
Strategy 7: Principal will attend college recruitment.	Formative			Summative
Strategy's Expected Result/Impact: Hiring of highly qualified teacher **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Campus administration will attend special education legal training in order to remain current on special education laws.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Director of Special Programs				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Campus administration will attend professional development throughout the year. -lead4ward -Restorative Practice -Solution Tree -Rigor, Relevance & Relationship **Strategy's Expected Result/Impact:** Documentation of training **Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services				

 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: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets. **Strategy's Expected Result/Impact:** Sign in sheet from training, compliance with district policies regarding budget management. **Staff Responsible for Monitoring:** School secretary, Principal, Director of Business Operations				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All business and money handled on campus will be documented and receipts will be provided. **Strategy's Expected Result/Impact:** Clear audits **Staff Responsible for Monitoring:** School Secretary				

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, student and staff programs and materials to support at-risk students academic learning and improvement. **Strategy's Expected Result/Impact:** Documentation of purchase orders, request for pay. Correct use of funds as documented in audits. **Staff Responsible for Monitoring:** Principal, A-Team				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide and monitor procedures in place to promote energy conservation on a daily basis. **Strategy's Expected Result/Impact:** Documentation completed by district energy management team. **Staff Responsible for Monitoring:** Principal, staff				

 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: Accelerated Reader, ST Math data, Summit K-12, Imagine Learning

Strategy 1 Details	Reviews			
Strategy 1: Grade level technology TEKS will be the basis of instruction in the classroom and computer lab.	Formative			Summative
Strategy's Expected Result/Impact: Lesson plans incorporating technology, evidence of students using technology observed in walkthrough visits and observations **Staff Responsible for Monitoring:** Teachers, Administrators	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Continue to purchase instructional technology hardware that will support the most current educational software and testing requirements.	Formative			Summative
Strategy's Expected Result/Impact: All teachers have necessary instructional technology in the classrooms in order to carry out things learned in professional development to increase student achievement. **Staff Responsible for Monitoring:** Technology Department Principal Dir. Fed. Programs/ELL	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The computer lab will be used to provide students with such programs as ST Math and Accelerated Reader.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of lab used by students. **Staff Responsible for Monitoring:** Administrator, Classroom teachers **Funding Sources:** Supplies and materials - 211-Title IA - 211-8-11-105-30-29-6399-00 - $22,000	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize the instructional technologist to help teachers utilize technology to develop and continue to improve instruction.	Formative			Summative
Strategy's Expected Result/Impact: Teachers use of technology **Staff Responsible for Monitoring:** Administrators, instructional technologist	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide supplemental and researched based instructional resources to support teachers with instruction of students. **Strategy's Expected Result/Impact:** Student progress on curriculum based assessments and STAAR. **Staff Responsible for Monitoring:** Administrators, instructional technologist **Funding Sources:** - 211-Title IA - $3,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: MAP testing conducted three times a year to assess 2nd and 3rd grade students in reading and math. **Strategy's Expected Result/Impact:** Student progress in math and reading. **Staff Responsible for Monitoring:** Administrators				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: MClass testing conducted three times a year to assess Kinder and 1st grade students in reading. **Strategy's Expected Result/Impact:** Student progress in reading **Staff Responsible for Monitoring:** Administrators				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Personnel for Silbernagel Elementary School

Name	Position	FTE
Allen, J	Social Worker	0

Title I Personnel

Name	Position	Program	FTE
James, C.	Instructional Specialist		1.0

Campus Improvement Committee

Committee Role	Name	Position
Paraprofessional	Javon Lundy	Paraprofessional
instructional coach	Lezli Tonnies	math coach
Classroom Teacher	Tayla Sumbler	2nd grade Teacher
Classroom Teacher	Kelsey Helton	Auxiliary Teacher
Classroom Teacher	Tammy Verstrate	Kindergarten teacher
Classroom Teacher	Jessica Vrana	1st grade teacher
District Representative	Debby Noffisinger	Data Specialist
Classroom Teacher	Janine Clayton	3rd grade teacher
Classroom Teacher	Kendall Baker	SPED teacher
Classroom Teacher	Mary Termini	Pre-K
Counselor	Marlene Alaniz	counselor
Administrator	AJ Lemmon	Assistant Principal
Administrator	Leslie Burke	Principal

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	3	Instructional materials	211-8-11-105-30-29-6399-41	$300.00
2	1	3	Transportation	211-8-11-105-30-29-6412-41	$2,083.00
3	1	1	Snacks	211-8-61-105-30-29-6499-00	$200.00
3	1	2	Snacks for parent meetings	211-8-61-105-30-29-6499-00	$200.00
5	2	3	Supplies and materials	211-8-11-105-30-29-6399-00	$22,000.00
5	2	5			$3,000.00
				Sub-Total	$692,366.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Contracted Services	255-8-13-105-24-29-6299-00	$2,600.00
1	1	11	Professional Development	255-8-13-105-24-29-6299-00	$2,600.00
1	2	3			$0.00
4	1	2			$0.00
4	1	5	Supplies and materials	-8-13-105-24-29-6399-00	$1,000.00
				Sub-Total	$6,200.00

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$0.00
				Sub-Total	$0.00
Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11			$0.00
1	2	3			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
4	1	4			$0.00
				Sub-Total	$0.00
Special Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$0.00
				Sub-Total	$0.00
IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
				Sub-Total	$0.00

Dickinson Independent School District

Hughes Road Elementary School

2024-2025 Campus Improvement Plan

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 611 students in grades Early Childhood to 3rd.

Our student population comprises 47% Hispanic, 26% White, 21% African American, 1% Asian, and 4% Two or more races. 72% of our students are Free/ Reduced lunch, and 39% of our population is At-risk. Our staff is composed of 53% White, 16% African American, and 29% Hispanic.

Our average daily attendance rate is 93.4%.

Hughes Road Elementary services 76 English Language Learner students, 33 students in the Gifted and Talented program, 4 students identified for 504 services, and 94 students are currently served through special education services.

Demographics Strengths

* 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 93.4%. **Root Cause:** Many families are struggling, and school is not a priority.

Student Achievement

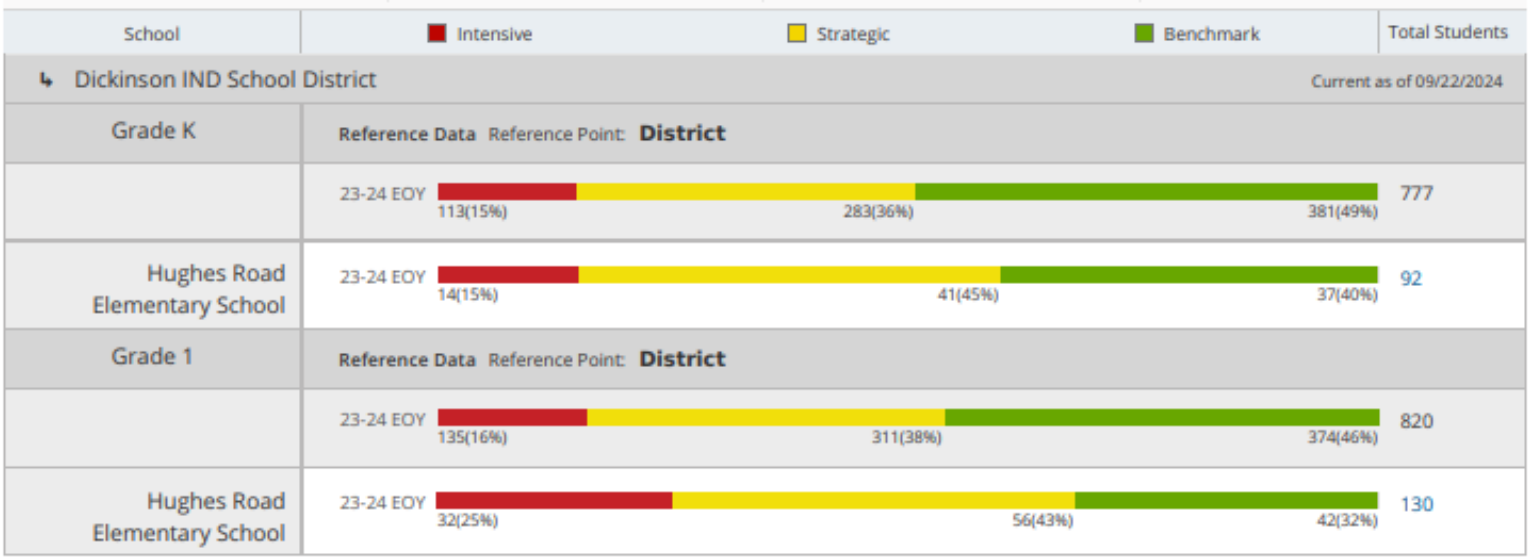
Student Achievement Summary

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.

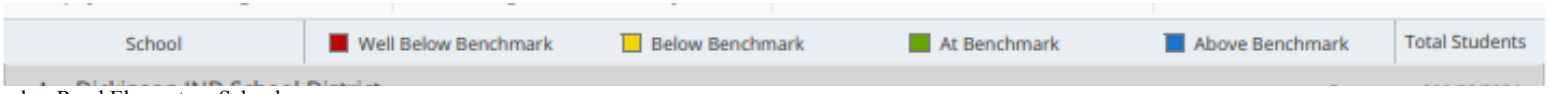
Throughout the school year a variety of assessments play a key role in campus academic performance. Below are the end of year assessments for the 2023-2024 school year:

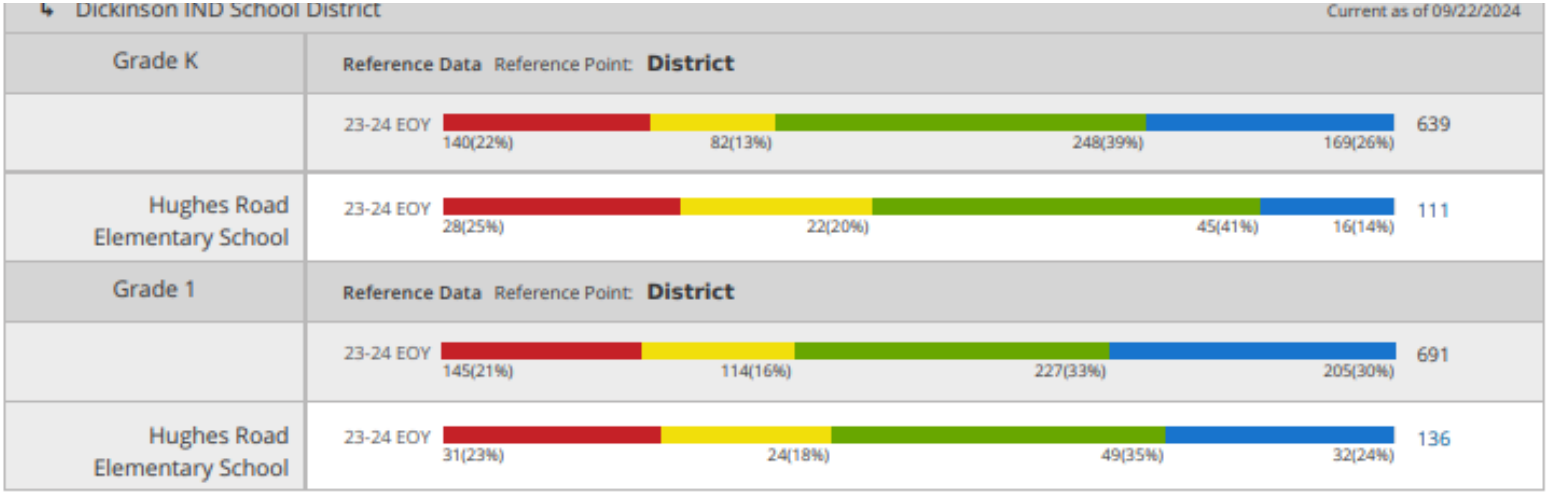
Kindergarten and 1st Grade End of Year MCLASS

Math



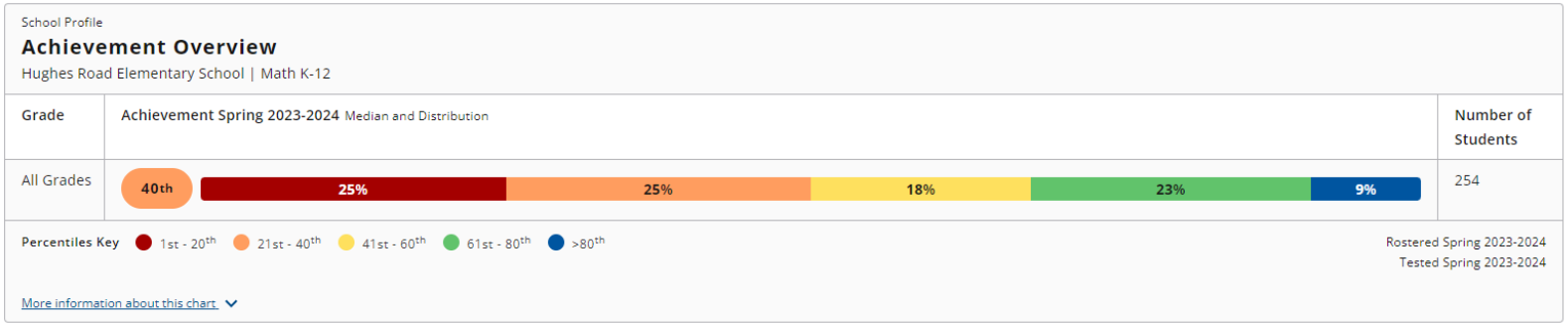
Reading



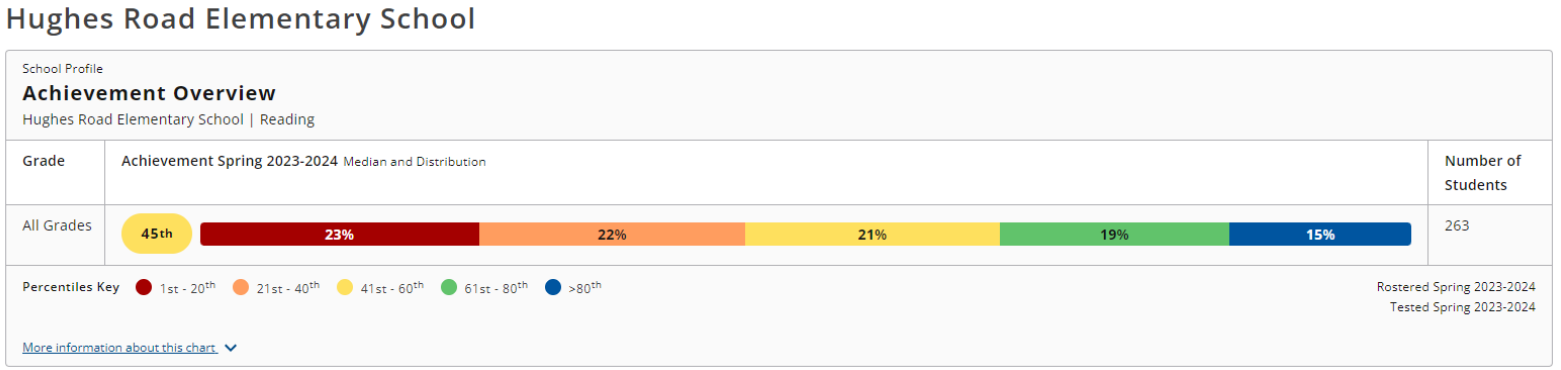


2nd Grade End of Year MAP

Math



Reading



3rd Grade STAAR Math

	May 2024 STAAR Mathematics, Grade 3													
								Performance Level Indicator						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
HUGHES ROAD ELEMENTARY	133	17	1407	46.66%	60.9%	26.32%	6.02%	0%	14.29%	24.81%	15.04%	19.55%	20.3%	6.02%
Economic Disadvantage	89	16	1384	42.91%	52.81%	17.98%	4.49%	0%	19.1%	28.09%	15.73%	19.1%	13.48%	4.49%
Black/African American	31	15	1370	41.06%	54.84%	9.68%	0%	0%	12.9%	32.26%	19.35%	25.81%	9.68%	0%
Hispanic	61	17	1397	45.46%	59.02%	26.23%	4.92%	0%	14.75%	26.23%	9.84%	22.95%	21.31%	4.92%
Two or More Races	3	21	1472	56.76%	100%	33.33%	0%	0%	0%	0%	33.33%	33.33%	33.33%	0%
White	38	19	1449	52.35%	65.79%	39.47%	13.16%	0%	15.79%	18.42%	18.42%	7.89%	26.32%	13.16%
Currently Emergent Bilingual	11	13	1334	35.38%	27.27%	18.18%	0%	0%	36.36%	36.36%	9.09%	0%	18.18%	0%
Special Ed Indicator	28	13	1324	33.88%	32.14%	3.57%	0%	0%	32.14%	35.71%	21.43%	7.14%	3.57%	0%

3rd Grade STAAR Reading

	May 2024 STAAR Reading Language Arts, Grade 3														
									Performance Level Indicator						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
HUGHES ROAD ELEMENTARY	133	25	1434	48.06%	70.68%	42.86%	12.03%	05/01/24	0%	15.04%	14.29%	12.03%	15.79%	30.83%	12.03%
Economic Disadvantage	89	23	1411	44.81%	66.29%	34.83%	11.24%	05/01/24	0%	17.98%	15.73%	14.61%	16.85%	23.6%	11.24%
Black/African American	31	21	1383	40.76%	54.84%	32.26%	6.45%	05/01/24	0%	19.35%	25.81%	9.68%	12.9%	25.81%	6.45%
Hispanic	61	25	1434	48.30%	73.77%	42.62%	11.48%	05/01/24	0%	18.03%	8.2%	13.11%	18.03%	31.15%	11.48%
Two or More Races	3	25	1441	48.72%	66.67%	33.33%	0%	05/01/24	0%	0%	33.33%	0%	33.33%	33.33%	0%
White	38	28	1474	53.59%	78.95%	52.63%	18.42%	05/01/24	0%	7.89%	13.16%	13.16%	13.16%	34.21%	18.42%
Currently Emergent Bilingual	11	18	1336	33.74%	45.45%	0%	0%	05/01/24	0%	36.36%	18.18%	18.18%	27.27%	0%	0%
Special Ed Indicator	27	16	1319	31.62%	33.33%	3.7%	3.7%	05/01/24	0%	37.04%	29.63%	11.11%	18.52%	0%	3.7%

Student Achievement Strengths

Our strengths are:

- Access to multiple forms of curriculum - textbooks, LLI, multiple online 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 - 60 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. All 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 95%. 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.

School Culture and Climate Strengths

- Students & Staff feel safe
- 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)
- 2024-2025 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 twelve new staff members, including a new principal, assistant principal and math coach.

Staff members have attended professional development in research-based strategies such as Navigating the ELPs and 7 Steps to a Language-Rich Interactive Classroom, reading training, math training, Lead4Ward, and Special Education training provided by the District. Implementation will be monitored by administrative walk-throughs and ongoing campus staff development.

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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus will meet state and federal accountability standards for 2024-2025, 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 collaborate with each other and the academic coaches each week to determine and discuss research-based best practices for implementing 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 occur 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 group of students on documented identified needs provided by teachers, paraprofessionals, and academic coaches.

Campus administrators, curriculum specialists, and academic coaches will actively monitor classroom teaching and provide additional support to each team through aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation, and mentoring.

As part of the states LASO grant program, Hughes Road is in the 2nd year of schoolwide implementation of Eureka math. The campus participates in all aspects of the grant including district training, additional walkthroughs and learning walks for teachers, coaches and administrator.

Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence/Placemats and planned units that are aligned with the TEKS
- M-Class testing three times a year
- Collaborative Team Time meetings weekly with embedded professional development
- 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 the quality of tiered instruction
- Dyslexia services are provided to identified students
- ST Math is 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, Tier 1 instruction is not effective **Root Cause:** Lack of consistent planning time, feedback and monitoring

Problem Statement 2 (Prioritized): All students need to be reading at or above grade level at the end of second grade. **Root Cause:** High quality instruction is not consistent across all grade levels

Problem Statement 3: Tiered Interventions are not effective. **Root Cause:** Previous administrators did not consistently use intervention staff for quality intervention time.

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. There is a strong PTO which supports students and staff members. They are continuing to grow and recruit more and more members.

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 have access to their child's grades/attendance through Skyward Family and Student Access. a weekly parent message is sent home each Sunday evening. Campus survey provided for parental input.

We have translation services available at each campus for Spanish-speaking parents. We also offer translation services in other languages if a community member requests a district document to be translated.

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 through 3rd grade campus. We offer Life Skills classes, Dyslexia, and a wide option of Special Education programs including behavior support. All grade levels have a common planning time to collaborate and design engaging lessons. Teachers meet one day each week with academic coaches and administrators to design lessons and determine necessary resources. Academic coaches are assigned content areas and are responsible for facilitating planning, coaching, modeling, and mentoring the teachers to ensure 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 data 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 a faculty for staff recognition additional professional development. The administrative team, which is made up of the principal, assistant principal, counselor and academic coaches, meets weekly to collaborate and discuss students, academics, initiatives and implementation items as well as the overall functioning of the facility.

School Context and Organization Strengths

- 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
- Schoolwide implementation of Character Strong
- Utilization of district curriculum
- Implementation of research based instructional strategies

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 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/MAP 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
- Campus-wide instructional technology: ST Math, Amplify Boost, Typing.com, Bean Stack, Epic, Pebble Go as well as other district provided resources
- Students use MCLASS, MAP, and Cambium for testing
- Students attended technology classes weekly.

Priority Problem Statements

Problem Statement 1: Student attendance rates are low - a yearly average of 93.4%.
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: All students need to be reading at or above grade level at the end of second grade.
Root Cause 4: High quality instruction is not consistent across all grade levels
Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Ongoing training is needed to provide effective delivery of instruction.
Root Cause 5: Lack of time during the school year and coverage for training during the day.
Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Goals

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

Performance Objective 1: Improve the rigor of Tier I instruction across all grade levels to ensure student growth and success for all students

Evaluation Data Sources: Improved STAAR results, TELPAS, CBA's, CA's, MAP, MClass, IEP progress monitoring, reading schools, teacher data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will follow the district literacy plan in order to provide targeted instruction in the classroom through the use of district resources and attend professional development designed to increase student reading comprehension and fluency. **Strategy's Expected Result/Impact:** MCLASS ,CBAs, MAP, TELPAS, STAAR results **Staff Responsible for Monitoring:** Administrators Curriculum Specialist Academic Coach Teachers **Additional Targeted Support Strategy** **Funding Sources:** Curriculum Specialist for training - Local Funding, Professional development - 211-Title IA - $3,000, Provide PD materials - 255-Title IIA - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The academic coaches will support in planning and professional development, and interventionists will assist in providing research-based interventions for all students. **Strategy's Expected Result/Impact:** In small group instruction and classroom environment, all students will make one year of growth as indicated on MAP, MClass, Reading level, and STAAR. **Staff Responsible for Monitoring:** Academic coaches, instructional interventionists, administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Response to intervention (RtI) meetings will be held once a month or as needed to address students struggling and falling behind in class. **Strategy's Expected Result/Impact:** MCLASS, CBA, common assessments, MAP, STAAR, teacher data **Staff Responsible for Monitoring:** Administrators, academic coaches, interventionist and teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: GT curriculum will be provided to identified students during the school day. **Strategy's Expected Result/Impact:** MCLASS, CBA, common assessments, MAP, STAAR **Staff Responsible for Monitoring:** Academic Coach (GT Coordinator), Teachers				

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: Increase the performance of students in our High Focus groups to Meets and Masters by 10%

High Priority

Evaluation Data Sources: STAAR, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide differentiated classroom instruction to foster language acquisition through discussions from teacher to student, student to student, and student to teacher utilizing district resources such as HMH EL support and 7 Steps to Language Acquisition. **Strategy's Expected Result/Impact:** Evidence of student growth on CA's, CFA's, CBA's, TELPAS, Woodcock Munoz and STAAR. **Staff Responsible for Monitoring:** Academic coaches, administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will post language objectives on the board and incorporate them in their lessons **Strategy's Expected Result/Impact:** Evidence of student growth on CA's, CFA's, CBA's, TELPAS, Woodcock Munoz and STAAR. **Staff Responsible for Monitoring:** Academic coaches and 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 3: Provide enrichment activities for all students to build capacity and accelerate learning

Evaluation Data Sources: STAAR, mCLASS, MAP testing, common assessments, teacher formative assessments

Strategy 1 Details	Reviews			
Strategy 1: All students will have weekly access to Brain Boost activities once a week as well as multiple opportunities in the classrooms and library.	Formative			Summative
Strategy's Expected Result/Impact: Improved STAAR scores **Staff Responsible for Monitoring:** Administrators	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Recess will be provided to all students every day.	Formative			Summative
Strategy's Expected Result/Impact: Promote healthy living through daily exercise **Staff Responsible for Monitoring:** Teachers	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students will music and art classes as part of their specials rotation.	Formative			Summative
Strategy's Expected Result/Impact: To encourage student interest in and promote awareness of the fine arts. **Staff Responsible for Monitoring:** Fine Arts Teachers	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Create safe and secure learning environments which promote social emotional learning, physical safety and academic success

Evaluation Data Sources: Discipline referrals, attendance data, SEL lesson documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide weekly guidance lessons with the campus counselor **Strategy's Expected Result/Impact:** Reduction in discipline referrals, increase in student attendance, increase in positive behavior and self-regulation **Staff Responsible for Monitoring:** Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use of school wide discipline plan to provide a positive, safe learning environment. **Strategy's Expected Result/Impact:** Decrease office referrals **Staff Responsible for Monitoring:** Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. **Strategy's Expected Result/Impact:** Documented services and materials supplied to students, increase in student attendance **Staff Responsible for Monitoring:** Counselor, District Social Worker, Homeless liaison				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting within time required by district and state. **Strategy's Expected Result/Impact:** Documentation of trainings and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Teacher, Administrators, Campus Secretary				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: Improve overall student attendance rate to 95%

Evaluation Data Sources: Daily attendance tracking, attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Involve parents when student attendance becomes a problem through teacher contact, attendance letters and parent conferences **Strategy's Expected Result/Impact:** Improved student attendance and student academic success **Staff Responsible for Monitoring:** Teachers, administrators, registrar				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Celebrate student attendance throughout the year with various incentives **Strategy's Expected Result/Impact:** Improved student attendance and student academic success **Staff Responsible for Monitoring:** Councilor, administrators, teachers, Communities in Schools				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: Provide parent and family engagement activities throughout the year

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 parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities. **Strategy's Expected Result/Impact:** Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Office Staff, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold family academic nights to promote the importance of academics as well as a STAAR night for parents. Provide parents with information regarding how they can support their child at home academically. **Strategy's Expected Result/Impact:** Analysis of parent surveys, attendance sheets, copy of newsletters/informational sheets sent home **Staff Responsible for Monitoring:** Academic coaches, administrators, teachers, adminstrators **Funding Sources:** Parent Involvement snacks - 211-Title IA - $200, Parent Involvement instructional materials - 211-Title IA - $200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Opportunity for parents to attend & participate in conferences, ARD's, LPAC's, 504's, RTI's as needed. **Strategy's Expected Result/Impact:** Sign-in sheets **Staff Responsible for Monitoring:** Administrators, RTI Facilitator, Teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: Use multiple forms of media to keep parents and family members informed

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus web page, teacher Dojo and social media will be updated to keep parents informed as well as a weekly parent update from the principal **Strategy's Expected Result/Impact:** Improved school to home communication will strengthen parent/school relationships **Staff Responsible for Monitoring:** Administrators, teachers, office staff				

 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: Provide opportunities for professional development for teachers and paraprofessionals on effective strategies to address varying student needs

Evaluation Data Sources: Training agendas, classroom walkthroughs, planning agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: New teachers and second year teachers will participate in the district provided new staff trainings with support from a mentor teacher on the campus. **Strategy's Expected Result/Impact:** Decrease in turnover rate and improved Tier 1 instruction **Staff Responsible for Monitoring:** District director, mentor teachers, administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom. **Strategy's Expected Result/Impact:** TTESS, walk-throughs and scheduled appraisals - increase in retention of new teachers **Staff Responsible for Monitoring:** Administrators, teacher mentors, academic coaches **TEA Priorities:** Recruit, support, retain teachers and principals				

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 2: Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning

Evaluation Data Sources: Staff surveys, teacher attendance rate

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: Usage reports from various programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students use technology daily with classroom Chromebooks as well attending technology class as part of the special's rotation **Strategy's Expected Result/Impact:** Students may use technology academically and for testing **Staff Responsible for Monitoring:** Administrators, teachers, technology liaison, and technology paraprofessional **Title I:** 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize campus personnel, campus custodial staff and district operations and facilities to maintain the operational and aesthetic condition the HRES campus **Strategy's Expected Result/Impact:** Safe and welcoming environment to promote learning **Staff Responsible for Monitoring:** Administrators, secretary, custodians, district operations department				

No Progress

Accomplished

Continue/Modify

Discontinue

Dickinson Independent School District

Bay Colony Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

The Bay Colony Mission Statement (Student Pledge):

I am Gator Strong! 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

The vision of Bay Colony Elementary is to create lifelong learners through a positive learning environment that is safe and respectful, celebrates diversity, and promotes social-emotional growth in order for students to reach their highest potential.

Value Statement

At Bay Colony Elementary:

We value a rigorous and focused academic learning environment.

We value a positive, relationship-based campus.

We value flexibility.

We value preparation and collaboration.

We value organization and effective communication.

We value data-driven decisions.

We value new engaging ideas and a fun learning environment.

We value and encourage open feedback

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Comprehensive Needs Assessment

Revised/Approved: September 17, 2024

Demographics

Demographics Summary

Bay Colony is one of the 15 campuses in Dickinson ISD. Bay Colony opened in 2001. Slightly less than 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 531 students in pre-kindergarten through third grade.

The student population is approximately 13% African American, 33% Anglo, 49% Hispanic, 4% multi-racial, and 2% Asian. The gender distribution is approximately 52% female and 48% male. We have approximately 60% of students coming from homes with a low socio-economic status and considered economically disadvantaged. The teacher population is approximately 15% African American, 61% Anglo, 0% Asian, and 24% Hispanic. 2% of our staff are male and 98% of our staff are female with an average of 12 years of teaching experience,

The overall mobility rate for our campus is 20%, with a drop out rate of 0%. The average daily attendance rate for students is 94.0%.

There was a total of 32 disciplinary referrals during the 2023-2024 school year.

Bay Colony serves 127 English Language Learners, 35 students are served through Gifted and Talented, 18 are identified for 504 services, many due to food allergies, and 91 students are served through Special Education Services.

Demographics Strengths

- Bay Colony has a steady enrollment.
- The population served is diverse.
- Bay Colony has a large parent and community population that actively participates in school activities.
- The Bay Colony PTO encourages family involvement through special events throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): After the Covid 19 Pandemic student attendance never returned to prior levels. We have struggled to get students to consistently attend school without patterns of absences.

Student Achievement

Student Achievement Summary

STAAR Performance Spring 2024

Reading/ELA	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
BAY COLONY ELEMENTARY	130	28	1460	53.03%	77.69%	46.92%	23.08%
Economic Disadvantage	88	25	1419	47.86%	71.59%	34.09%	14.77%
Asian	1	45	1726	86.54%	100%	100%	100%
Black/African American	17	24	1413	45.25%	70.59%	35.29%	17.65%
Hispanic	60	26	1434	50.87%	73.33%	40%	16.67%
Two or More Races	5	23	1410	43.85%	100%	20%	0%
White	47	31	1509	58.88%	82.98%	61.70%	34.04%
Currently Emergent Bilingual	26	24	1377	46.45%	61.54%	23.08%	3.85%
First Year of Monitoring	3	33	1540	63.46%	100%	66.67%	33.33%
Special Ed Indicator	25	19	1348	36.31%	44%	16%	4%

Mathematics	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
BAY COLONY ELEMENTARY	126	23	1513	61.05%	84.92%	51.59%	24.60%
Economic Disadvantage	85	21	1475	56.25%	81.18%	41.18%	15.29%
Asian	1	35	1850	94.59%	100%	100%	100%
Black/African American	16	19	1440	51.69%	87.50%	25%	6.25%
Hispanic	59	22	1495	59.18%	83.05%	50.85%	20.34%
Two or More Races	5	20	1447	52.97%	80%	20%	0%
White	45	25	1561	66.97%	86.67%	64.44%	37.78%
Currently Emergent Bilingual	26	20	1459	54.99%	80.77%	46.15%	7.69%
First Year of Monitoring	3	25	1534	66.67%	100%	66.67%	0%
Special Ed Indicator	25	18	1414	47.46%	68%	24%	4%

TELPAS (KINDER - 3RD)	Total Students	Date Taken	Yearly Progress Indicator				TELPAS Composite Score	TELPAS Composite Rating				
			Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher		No Rating	Beginning	Intermediate	Advanced	Advanced High
BAY COLONY ELEMENTARY	106	03/01/24	33.96%	27.36%	5.66%	0.94%	1.94	0%	42.45%	33.02%	16.04%	8.49%
Economic Disadvantage	94	03/01/24	32.98%	27.66%	5.32%	1.06%	1.95	0%	41.49%	34.04%	15.96%	8.51%

TELPAS (KINDER - 3RD)	Total Students	Date Taken	Yearly Progress Indicator				TELPAS Composite Score	TELPAS Composite Rating				
			Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher		No Rating	Beginning	Intermediate	Advanced	Advanced High
American Indian/Alaskan Native	1	03/01/24	0%	0%	0%	0%	1	0%	100%	0%	0%	0%
Asian	1	03/01/24	0%	100%	0%	0%	2.3	0%	0%	100%	0%	0%
Hispanic	98	03/01/24	33.67%	27.55%	6.12%	1.02%	1.96	0%	41.84%	32.65%	16.33%	9.18%
White	6	03/01/24	50%	16.67%	0%	0%	1.7	0%	50%	33.33%	16.67%	0%
Currently Emergent Bilingual	99	03/01/24	36.36%	26.26%	2.02%	1.01%	1.83	0%	45.45%	35.35%	17.17%	2.02%
First Year of Monitoring	7	03/01/24	0%	42.86%	57.14%	0%	3.61	0%	0%	0%	0%	100%
Special Ed Indicator	14	03/01/24	57.14%	28.57%	0%	0%	1.97	0%	35.71%	42.86%	14.29%	7.14%

Bay Colony uses MAP and MCLASS data along with Curriculum-Based Assessments and Common Assessments for planning student instruction to best meet individual student needs.

Student Achievement Strengths

- 4 point increase in our overall score (2023 overall score was an 80, 2024 overall score was an 84).
- 61% of students made growth in TELPAS.
- 8 EB students reclassified.
- Earned 100% of available points in the English Language Proficiency Category (Domain 3)
- Met Reading target in All Students student group, African American student group, and Hispanic student group in the Academic Achievement Category of Domain 3.
- Met Math target in All Student student group, Hispanic student group, and High Focus student group of Domain 3.
- Met target in all student groups in Domain 1, Student Success.

- 95% retention of teachers on campus (3 new teachers- 2 of whom were previously paras on campus and 4 new paras)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Many students are struggling with basic reading comprehension and problem solving in lower grades. We are using a phonics program to help with early phonics and literacy.

Problem Statement 2: The district has changed grading expectations one grade level at a time. The change to standards based grading has been an adjustment for teachers to make and for families to understand.

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 a well-established school wide behavior management plan, and students know the expectations. Bay Colony integrates the 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 nontangible rewards, such as lunch with a friend on the stage, taking shoes off in class, etc.... There is a class wide incentive, as well. Each week the winning classes can select additional recess, pop ice, or popcorn for a class reward. The names of the winning students and classes get their names called over the PA. Students 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 greatly impacts daily student behavior and has resulted in a decrease in office referrals.

Bay Colony offers support for students struggling with chronic and/or frequent behavior concerns through the behavior coach. The Behavior Coach and Behavior Paraprofessionals 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, and/or teachers conduct 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, monthly newsletters, 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 Shows, Parent/Student PTO activities, plus Math and Literacy Nights, and book fairs.

Restorative Practices has been instituted at Bay Colony, and there have been positive impacts. Teachers report that students are enjoying the components of the program. The Admin Team awards teachers "The Restorative Rockstar" Award as they are "caught" doing implementing restorative practices in lessons.

Restorative practices is a natural fit for our staff-to-student communication style. Bay Colony teams have effectively implemented Restorative Practices, and teachers implement the tools into daily routines, such as, student selected daily greetings at the door, class-created treatment agreements, Getting to Know You Circles, 60 Second Relate Breaks, etc. 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. We also include Character Strong curriculum which includes weekly activities the teachers do with students. Our focus on social emotional health is stronger than ever.

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.
- 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
- Bay Colony continues character development lessons through the counselor.
- Character traits are discussed daily through the morning announcements.
- Our bilingual program is One Way, and we are able to meet the need of all English Language learners.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The district made a change that affected our budgeting unexpectedly during the last school year. We were required to pay for night security for evening events without the time to do budget planning. We want to continue some evening events, but we will have to consolidate and make sure we have budget money to cover the expense.

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 special education teacher who is not highly qualified.
- All of our Dual Language teachers are fully certified and highly qualified.
- We have six full-time Instructional Specialists (Coaches) on campus. These teachers are all SPED-certified and daily work with students who receive special education services, students who are designated at-risk, and conduct Tier 3interventions for students who need support. Two of our Instructional Specialists coach teachers in Tier One instruction.

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.
- Bay Colony has low staff/teacher turnover.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): We have struggled to find skillful special education teachers that are consistent on the campus across the years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Instructional specialists and teachers implement Four Critical Questions to help direct the planning process (What do students need to learn? How will we know when they have learned it? What will we do if they don't learn it? What will we do if they do learn it?) The district has provided training and resources to help with implementation.
- All staff follow the Professional Learning Community (PLC) model at Bay Colony.
- Instructional Specialists/Interventionists work with teachers and groups of students to maximize student learning.
- Instructional Specialists coach teachers to develop greater skills in their content areas and build the capacity of teachers.
- Instructional Specialists assist teachers in developing campus based common assessments for Kinder, First Grade, and Second Grade. The district creates the 3rd Grade common assessments.
- Teachers work collaboratively in content teams.
- Teachers and staff use formative and summative assessments to measure the success of instruction.
- Following all major assessments, each grade level works collaboratively to analyze data, identify student strengths and weaknesses as well as make plans for future instruction.
- Teachers have been trained in and use the Science of Teaching Reading 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.
- 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 will continue to use MAP testing and mClass this year to monitor student growth and plan for instruction based on results.
- Teachers are able to teach using virtual platforms. They are able to provide effective and engaging instruction to those in school through technology.

Curriculum, Instruction, and Assessment Strengths

Strengths at Bay Colony are:

- Bay Colony met or exceeded state scores.
- We have a shared vision and goal for student success
- Teachers have 55 minutes conference periods each day as well as an additional hour each week for increased collaboration.
- Teachers study student data and plan professional learning and student instruction based on the data.
- Teachers teach the district curriculum that is aligned with the state.
- Staff participate in district staff development.`
- Teachers reference the TEKS and plan instruction based on the level of rigor of the TEKs.
- Teachers plan with essential standards to ensure a guaranteed and viable curriculum.
- Teachers use Eduphoria to organize and review student data.
- Teacher demonstrate active participation in their grade level/department professional learning communities.
- Teachers have access to planning resources as needed to effectively plan for and meet students' instructional needs.
- MAP and MCLASS assessments will help teacher evaluate the needs of students and plan more precisely.
- We have included a 30 minute intervention period built into the master schedule each day so that students have the opportunity to receive support in their

individual academic and/or behavior needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers in lower grade levels struggle to get student reading levels to grade level overall.

Parent and Community Engagement

Parent and Community Engagement Summary

- Parents are invited to attend school events, such as Meet the Teacher, Open House events, Math and Literacy Nights, book fairs, and music programs. We take limited appointments for lunch daily.
- We have an active PTO with parent enrollment and participation. We welcome more to join.
- The campus publishes a newsletter each month and updates the digital calendar on our website 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 access their child's grades through Skyward Family and Student Access which is set up in the parents' preferred language.
- The campus uses a campus-wide digital communication application to keep parents informed in a timely manner of classroom and campus events.

Parent and Community Engagement Strengths

- Excellent parent and community attendance at programs and events as evidenced by sign in sheets and campus activity notices.
- 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 our programs.
- Parents are able to follow Bay Colony on X (formerly Twitter), Instagram, and Facebook.
- We have parent participation and support at our various events: Title 1 Parent Meetings, Open house, Meet the Teacher, Art Shows, Student Awards, 3rd grade Luau, Gator Games Field Day, etc. All campus programs 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): The district changed an evening program policy to require each campus to pay for security for evening programs. This change came mid-year so was not a budgeted item and some evening programs had to be cancelled. We are consolidating events to be able to continue to hosting parent and community engagement events.

School Context and Organization

School Context and Organization Summary

Bay Colony has a Guiding Coalition to help lead the campus. The campus is made up of several smaller teams that allow teachers' voices to be heard. The small teams include Instructional Specialist teams, grade level teams, content teams, vertical teams, and committees. Teachers work in pairs or are self-contained. 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 is revised as needed in order to maximize instructional time.

School Context and Organization Strengths

- Common planning times and common lunch times provide plenty of opportunity for collaboration for teams. The organization of teams and team leaders who collaborate with administrators helps our communication processes. Instructional Specialists work with individual teachers, teams, and team leaders as needed to ensure campus expectations are being met at all levels.
- All teams are focused on student success, and that is our common language on campus.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): We are working on our collaborative teams and culture consistently in order to meet the needs of ALL students so that we can become an A campus.

Technology

Technology Summary

Bay Colony teachers have received laptops for instructional applications.

The district has installed wireless display hubs in each classroom.

Bay Colony also has one computer lab that serve students daily. Classrooms all have document cameras and projectors. Bay Colony has increased our number of individual devices (Chromebooks) in order to help meet the needs of learners. Our ratio is now 1:1 for devices and students. We consistently add Chromebooks and headphones in order to meet the needs of students.

Technology Strengths

- Bay Colony has wireless document cameras
- Data projectors
- Chromebook carts to share devices among classes.
- The computer lab and the Chromebook carts enable our students to have access to a variety of academic-related programs and the ability to do focused research for school assignments and projects.
- Teachers are growing stronger in their use of technology and are skilled at using 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. All of our Chromebooks are touch screen.
- Wireless display hubs have been provided in each classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Since the removal of desktops, teachers are experiencing reliability issues with the document cameras as they frequently disconnect, interrupting instruction.

Priority Problem Statements

Problem Statement 1: After the Covid 19 Pandemic student attendance never returned to prior levels. We have struggled to get students to consistently attend school without patterns of absences.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students are struggling with basic reading comprehension and problem solving in lower grades. We are using a phonics program to help with early phonics and literacy.

Root Cause 2:

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Since the removal of desktops, teachers are experiencing reliability issues with the document cameras as they frequently disconnect, interrupting instruction.

Root Cause 3:

Problem Statement 3 Areas: Technology

Problem Statement 4: We are working on our collaborative teams and culture consistently in order to meet the needs of ALL students so that we can become an A campus.

Root Cause 4:

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: The district changed an evening program policy to require each campus to pay for security for evening programs. This change came mid-year so was not a budgeted item and some evening programs had to be cancelled. We are consolidating events to be able to continue to hosting parent and community engagement events.

Root Cause 5:

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Teachers in lower grade levels struggle to get student reading levels to grade level overall.

Root Cause 6:

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: We have struggled to find skillful special education teachers that are consistent on the campus across the years.

Root Cause 7:

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

Problem Statement 8: The district made a change that affected our budgeting unexpectedly during the last school year. We were required to pay for night security for evening events without the time to do budget planning. We want to continue some evening events, but we will have to consolidate and make sure we have budget money to cover the expense.

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

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

Revised/Approved: September 17, 2024

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: All students will make one year's growth in math and reading.

Evaluation Data Sources: STAAR results and CBA, Benchmark, MAP, and mCLASS data measures.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional Specialists will support teachers in Tier 1 instruction. Instructional Specialists will plan, model, observe, and evaluate lessons. **Strategy's Expected Result/Impact:** Documentation of instructional specialist data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices. **Staff Responsible for Monitoring:** Principal **Additional Targeted Support Strategy** **Funding Sources:** - Special Programs, - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will actively participate in CTT meetings that are focused on instruction and student improvement. Special focus will be given to the African American and Hispanic student groups. **Strategy's Expected Result/Impact:** Schedule of CTT meetings and agendas. Lesson Plans are collaborative and aligned with TEKS and aligned with Common Assessments and CBA's. **Staff Responsible for Monitoring:** Principal Assistant Principal, Instructional Specialists, Team Leaders, and Classroom Teachers **Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Attend on going Reading/Writing, Math, Science, and Social Studies Focus trainings that model research based best practice in those content areas. **Strategy's Expected Result/Impact:** Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders **Staff Responsible for Monitoring:** Dir. of Curriculum, Instructional Specialists, Classroom Teachers, Assistant Principal, Principal **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to train in research based best practice and roll out to all staff to improve student success in all academic subjects. Continue to provide relevant Spanish and English materials to support all language learners. **Strategy's Expected Result/Impact:** Documentation of training provided. Evidence of practices being used in the classrooms through observations by campus administrators. Higher order thinking skills produced by students on benchmarks and STAAR. **Staff Responsible for Monitoring:** Dir. of Curriculum, Principal, Instructional Specialists, Classroom Teachers, Assistant Principal **Additional Targeted Support Strategy**				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

Performance Objective 2: All EB students will show one year's growth on TELPAS

Evaluation Data Sources: Student listening, speaking, reading, and writing will be monitored across content areas, district CBAs and benchmarks. Teacher grading and evaluation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All Bilingual teachers will implement the Dual Language Instructional strategies learned in research based training for working with English language learners. The resulting student goal is biliteracy for Bilingual students. ESL teachers will implement best practices for working with English language learners. **Strategy's Expected Result/Impact:** Lesson plans, walk-through data **Staff Responsible for Monitoring:** Instructional Specialists, Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will use data to target the specific needs of each EB student and help him/her advance their English language acquisition so that each EB student is ready to reclassify successfully and can be on monitor 1 status. Year 1 Monitor students will then be monitored closely to ensure continued success with curriculum goals. **Strategy's Expected Result/Impact:** Student writing samples. STAR reading tests and district CBA and benchmark data. TELPAS and STAAR data **Staff Responsible for Monitoring:** Teachers, Instructional specialists, Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will provide additional vocabulary enrichment for EB students through vocabulary activities using word walls, journal writing, and various teaching activities based on needs observed by classroom teachers. **Strategy's Expected Result/Impact:** Teacher observations and assessments, district assessment data, TELPAS data. STAAR data **Staff Responsible for Monitoring:** Instructional Specialists, 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 3: High focus groups (EB, Migrant, SPED) will be at, or above, state targets for math and reading.

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

Performance Objective 1: Bay Colony will teach students about character values through character education and restorative practices. Students will be taught about healthy living, and students will be taught anti-bullying strategies, how to identify bullying, and 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. Daily reminders on announcements and working through peer relation issues through restorative practices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bay Colony PE department works with students to teach healthy practices. **Strategy's Expected Result/Impact:** Students will become more knowledgeable about healthy choices. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Character development lessons will be provided to students in all grade levels throughout the year. **Strategy's Expected Result/Impact:** character lesson plans, daily announcement notes, decrease in student behavior concerns. **Staff Responsible for Monitoring:** counselor, administrators				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Student attendance will increase by 1% for the 2024-2025 school year.

Evaluation Data Sources: Daily attendance rates, monthly attendance rates, and yearly average

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

Performance Objective 3: Bay Colony will meet the needs of students in regard to suicide prevention and eliminating self-harming behaviors.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bay Colony has a risk assessment process that consists of confidential communication with the student making the outcry, a staff member trained in completing risk assessment documentation, and parent notification. A structured document is used called Student Risk Assessment Form. The risk assessment form has various questions to rate the risk of potential self- harm, and documentation of parent contact. This form is completed any time there is a student outcry. Trained staff counsel with the student and contact the parents/guardians. **Strategy's Expected Result/Impact:** Documentation of Risk Assessment Form completion with notes related to parental contact. Parent signatures on all forms that indicate a higher risk of self-harm. **Staff Responsible for Monitoring:** Counselor, Principal, Assistant Principal				

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bulletin boards and displays will be on display as a graphic aid in teaching students about career and college choices. **Strategy's Expected Result/Impact:** Visual graphic displays **Staff Responsible for Monitoring:** Team Leaders, Administrators, Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Career day will teach students about a variety of career options available in their future. Parents and community members will visit the campus and teach students about various careers. **Strategy's Expected Result/Impact:** Successful career day during the school year. **Staff Responsible for Monitoring:** Counselor, Administrators				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Bay Colony will provide opportunities throughout the year to involve parents in the campus events.

Evaluation Data Sources: Student programs, Math and Literacy Night, Donuts with Dear Ones, Color Run, Gator Games, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parents will be invited to meet with teachers during the designated parent/conference day to discuss academic progress of students. Teachers will confer with parents on a regular basis regarding student progress and academic needs. **Strategy's Expected Result/Impact:** Sign in sheets and conference notes **Staff Responsible for Monitoring:** Teachers, Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents will document conferences and will maintain documentation of home and school communication through a take home folder system and/or teacher call logs and records, and a campus/district wide approved digital platform. **Strategy's Expected Result/Impact:** Signature pages from planners, parent communication documentation from teacher logs and notes. **Staff Responsible for Monitoring:** team leaders, academic coaches, administrators **Funding Sources:** - Local Funding				

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 on the campus webpage. The campus needs assessment and campus improvement plan can be found on the campus website in an effort to build parent engagement. Spanish translation of all documents are available upon request. **Strategy's Expected Result/Impact:** Increase in Parent Engagement **Staff Responsible for Monitoring:** Principal				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: Bay Colony will use various methods to keep open communication with parents, such as parent/teacher conferences, social media, campus website, campus calendar of events, campus newsletter, and classroom Peeks of the Week.

Evaluation Data Sources: Keeping campus website and calendar updated; advertise events in social media, communicate through Skyward, Peek of the Week, and the Campus Newsletter.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students and their families will be welcomed to the campus before they are expected to participate in the next school year. Visits to Pre-K will be encouraged. **Strategy's Expected Result/Impact:** Parents bringing students to visit the Pre-K classrooms before they begin the Pre-K year. **Staff Responsible for Monitoring:** Teachers, Counselor, Academic Coaches, Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will hold parent conferences in the fall to discuss and review with the parent their child's academic progress for the school year. Teachers will keep parents updated throughout the school year with phone calls and emails on their child's progress. **Strategy's Expected Result/Impact:** Sign-in sheets of parent attendance at conferences. Documentation of phone and email messages to parents. Classroom newsletters, email sent to parents. Increased parent awareness and involvement in their child's academic instruction evidenced though parent surveys. **Staff Responsible for Monitoring:** Teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: Teachers will participate in ongoing professional learning throughout the year to continue improving their craft for a greater impact on student learning.

Evaluation Data Sources: Data from CAs and screeners will help determine areas of needed PD and effectiveness of instruction in specific standards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. **Strategy's Expected Result/Impact:** Documented meetings, trainings, and classroom observations provided by Director of Pro. Dev. Small turnover rate of staff. **Staff Responsible for Monitoring:** Dir. of Prof Development Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Any teachers hired during the year who is not highly qualified will be given opportunities to attend trainings, prepare for certification test, or be assigned to a highly skilled mentor teachers who will assist them as they prepare to become highly qualified. **Strategy's Expected Result/Impact:** Certificate from trainings attended, sign-in sheets of trainings attended, and documentation of meetings with support mentor. Completion of certification testing completed, passed and registered with SBOEC. **Staff Responsible for Monitoring:** Director of Human Resources, Principal **Funding Sources:** - Local Funding, - 255-Title IIA				

 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: Teachers will have an opportunity to complete surveys throughout the year to provide feedback about the strengths and opportunities for improvement on the campus.

Evaluation Data Sources: Survey results

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintenance needs will be reported to the campus secretary in a timely fashion. She will complete the necessary district work orders. **Strategy's Expected Result/Impact:** Successful completion of tasks necessary for campus to operate smoothly. **Staff Responsible for Monitoring:** Secretary and Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Work orders are generated as soon as a need is noted. Things are fixed, repaired, or replaced in a timely manner to keep the campus operating optimally. School safety issues are reported immediately so that the campus remains secure. **Strategy's Expected Result/Impact:** Repairs are made in a timely manner and will be prompted through work orders. Work order records are evidence that work orders have been submitted for any repairs that are necessary. **Staff Responsible for Monitoring:** Secretary, Principal, and AP. All staff members are instructed to report and issue that could allow entry or cause any other safety concern for the campus.				

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for Bay Colony Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.07
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

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

Campus Funding Summary

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2			$0.00
				Sub-Total	$0.00

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

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

No Funding Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
				Sub-Total	$0.00

Dickinson Independent School District

San Leon Elementary School

2024-2025 Campus Improvement Plan

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.

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

Student Learning

Student Learning Summary

Students are assessed through CLI, mCLASS, MAP, TELPAS, TELPAS-ALT, STAAR, STAAR-ALT, and district assessments. For the 2022-2023 school year, the current STAAR percentages for the Approaches level are 59% for STAAR Math and 66% for STAAR Reading. At the time this summary was written, the 2022-2023 STAAR data was not finalized. By the end of the 2022-2023 school year, 41% of 2nd graders, 63% of 3rd graders, and 44% of 4th graders met the growth index for the school year in MAP. 38% of the K-1 students met or fell below benchmark for growth in mCLASS.

Student Learning Strengths

Tier 1 instruction is improving at San Leon Elementary. A significant amount of resources have gone to providing staff with professional development and collaborative time. Teachers are diving into the instructional standards and relearning how to get students to mastery of our essential standards in each grade level. Teachers also are becoming well-versed in the data disaggregation discussions to better inform instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance in Reading and Math STAAR fell below the state average. **Root Cause:** Tier 1 instruction needs significant strengthening.

Problem Statement 2 (Prioritized): The CNA revealed inconsistencies in student writing across grade levels. **Root Cause:** Inconsistent commitment to a composition strategy across the campus

Problem Statement 3 (Prioritized): As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students. **Root Cause:** The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.

Problem Statement 4 (Prioritized): Across the campus, students do not consistently nor correctly use text evidence appropriately to confirm reading comprehension. **Root Cause:** Vertically and horizontally aligned T1 instruction in RLA

Problem Statement 5 (Prioritized): Optimum use of directly-aligned interventions and materials as provided through the technological programs has not served in student interventions like it can. **Root Cause:** Staff has limited time to learn the expanse of what each program offers for specific student growth paths.

Problem Statement 6 (Prioritized): The 2023-2024 average daily attendance for SLES is between 90-94%. **Root Cause:** Less students are transported to school on bad weather days, Mondays and Fridays.

Problem Statement 7: Staff saw a decline in student familiarity with academic vocabulary in math. **Root Cause:** Direct instruction of academic vocabulary was not overtly considered in the implementation of the HQIM curriculum.

Priority Problem Statements

Problem Statement 1: The CNA revealed inconsistencies in student writing across grade levels.

Root Cause 1: Inconsistent commitment to a composition strategy across the campus

Problem Statement 1 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 2: As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students.

Root Cause 2: The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.

Problem Statement 2 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Across the campus, students do not consistently nor correctly use text evidence appropriately to confirm reading comprehension.

Root Cause 3: Vertically and horizontally aligned T1 instruction in RLA

Problem Statement 3 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 4: Optimum use of directly-aligned interventions and materials as provided through the technological programs has not served in student interventions like it can.

Root Cause 4: Staff has limited time to learn the expanse of what each program offers for specific student growth paths.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment - Technology - Student Learning

Problem Statement 5: The 2023-2024 average daily attendance for SLES is between 90-94%.

Root Cause 5: Less students are transported to school on bad weather days, Mondays and Fridays.

Problem Statement 5 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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

- 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

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
- 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
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 5, 2024

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

Performance Objective 1: Through explicit and specific Tier I instruction, SLES will ensure ALL students show a minimum of one (1) year's growth as evidenced by student results on CLI, mCLASS, MAP, and/or STAAR.

High Priority

Evaluation Data Sources: Walk-throughs, appraisals, local and state assessments, diagnostic and growth tracking assessments, reading levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers, coaches, administrators, and service providers will monitor student growth through the respective diagnostic assessment for each grade level, identifying which students needs targeted support and what support is needed. **Strategy's Expected Result/Impact:** Targeted support needs will be identified by data, pinpointing which students need intervention or extension. Teachers will make instructional adjustments based on data. Student will leave their current grade level prepared for the next grade/school. **Staff Responsible for Monitoring:** Teachers, Service Providers, Coaches, Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will hold individual data conferences with students at least twice a 9 weeks to increase student self-efficacy and ownership in their growth. **Strategy's Expected Result/Impact:** Students have a driven focus and personal accountability in their own growth. **Staff Responsible for Monitoring:** Teachers, students, administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: SLES will systematically monitor student progress in the RTI process to ensure student success. **Strategy's Expected Result/Impact:** T2 interventions will fill in T1 academic and behavioral gaps to ensure ALL students grow a minimum of 1 year. **Staff Responsible for Monitoring:** Teachers, RTI Committee **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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: SLES Domain 1 will increase more than 10 percentage points in the 2024-2025 school year, with at least 60% of students performing at Meets or better and at least 25% of students performing at Masters or better in both RLA and Math.

High Priority

Evaluation Data Sources: STAAR RLA and Math 2025 Administration

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and students will set the standard of earning a minimum Meets Performance on all assignments and assessments is the expectation. **Strategy's Expected Result/Impact:** Teachers will condition students to accept nothing less than Meets, which will ensure high and increased performance across all measures. **Staff Responsible for Monitoring:** Teachers, Coaches, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Explicit STAAR practice aligned to currently-taught standards will take place in 3rd grade lessons, allowing for both teacher and student practice with items aligned to currently taught standards. **Strategy's Expected Result/Impact:** Students become familiar with the vocabulary, vernacular, and rigor of on-topic STAAR questions. Teachers will be able to see the level at which they must get students to master the standard. **Staff Responsible for Monitoring:** Teachers, Coaches, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: EB students will spend a minimum of 60 minutes in direct language acquisition intervention per week using the district-approved program, tracking their projected performance on TELPAS. **Strategy's Expected Result/Impact:** Dedicated, set-aside time in English only language practice will provide students the opportunity to develop clarity and consistency in their oral and written expression. **Staff Responsible for Monitoring:** Teachers, Coach, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will conduct learning walks, modeled lessons from coaches, and/or pod lessons taught by a "master" teachers to improve their own craft and ensure the best first instruction for all students. **Strategy's Expected Result/Impact:** Teacher collective efficacy will improve across grade levels. **Staff Responsible for Monitoring:** Administration and Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- 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.

Performance Objective 3: Individual performance on 2024 TELPAS will increase for 100% of EB students with a prior year's TELPAS score.

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

Performance Objective 1: SLES will ensure positive behavior interventions and supports are systematically implemented to improve the campus culture as evidenced by student and staff surveys, stakeholder feedback, and discipline referrals for the 24-25 school year will remain under 5%.

High Priority

Evaluation Data Sources: Walk-throughs, appraisals, character education lessons, morning circles/meetings, behavior charting, discipline referrals, student surveys, staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Adults will shape student behavior with strong relationships and rewards based on goal-driven data **Strategy's Expected Result/Impact:** Students will be incentivized to meet behavior goals and will experience more consistent access to instruction **Staff Responsible for Monitoring:** Teachers, respective paraprofessionals, behavior coach (if applicable), counselor, administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1 - School Context and Organization 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will receive direct instruction in weekly SEL lessons through district SEL curriculum as a grade level and classroom-based character lessons. **Strategy's Expected Result/Impact:** Teachers and staff will directly instruct on social and emotional needs to create well-rounded, society-ready children **Staff Responsible for Monitoring:** Teachers, Counselor, Behavior Coach, CIS **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students. **Root Cause**: The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.
School Processes & Programs
Problem Statement 1: As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students. **Root Cause**: The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.
Perceptions
Problem Statement 1: As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students. **Root Cause**: The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.

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

Performance Objective 2: SLES will improve the daily attendance average to 95% or higher.

Evaluation Data Sources: Parent involvement in activities, call logs, parent meeting sign-in sheets, ClassDojo parent interaction reporting

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the positive interactions between parents and the school **Strategy's Expected Result/Impact:** Parents will know when students are succeeding during the school day. Parents and teachers will build closer working relationships for the benefit of the students. **Staff Responsible for Monitoring:** Teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Daily phone calls are made to the parent/guardian of all absent students. **Strategy's Expected Result/Impact:** Parents will know that the school is tracking the attendance daily. Parents will know how many absent days on are file and are left until truancy action is taken. Front office staff will have up-to-date tracking on all actions required prior to filing for truancy. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Through Skyward, ClassDojo, and homeroom specific newsletters, teachers will maintain consistent, clear, and open communication with parents/guardians, improving the home-to-school connection.

Evaluation Data Sources: SLES will maintain a high percentage of family attendance at events/activities, especially those events focusing on academic achievement and cultural diversity.

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

Performance Objective 2: SLES will maintain a high percentage of family attendance (75% or higher) at events/activities, especially those events focusing on academic achievement and cultural diversity.

Evaluation Data Sources: Event sign-in sheets compared to grade level or school enrollment.

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 2024-2025, SLES will retain staff at a 90% rate.

High Priority

Evaluation Data Sources: Candidate Selection for Interviews, Mentor/FYT Check-Ins, Data Conferences, In-house Campus Learning Walks to learn from our very own, Stay Interviews, Sunshine Committee, Staff Shout-Outs, Formative Assessments of Climate, Campus-wide reward system for students

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Principals will conduct stay interviews with all staff for the purpose of seeking feedback to create a campus culture where staff members willingly commit to our campus **Strategy's Expected Result/Impact:** To retain SLES staff, make improvements where needed, and to honor the voice of the staff **Staff Responsible for Monitoring:** Principal and AP **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: SLES will model, practice, and evaluate PLC actions and expectations to become a model PLC campus by the 2026-2027 school year due to overall school improvement and fidelity of practices.

High Priority

Evaluation Data Sources: Norms, collective commitments, CTT agendas, Guiding Coalition agendas, data digs, student growth tracking, campus professional development plan, RTI system, CA development and CA student achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Document all actions aligned with the PLC at Work process **Strategy's Expected Result/Impact:** Builds a case of evidence to become a PLC school **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continued professional development in PLC@Work, RTI@Work, and Assessment@Work **Staff Responsible for Monitoring:** Administration and cohort teams **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers, coaches, administrators, and service providers will monitor student growth through the respective diagnostic assessment for each grade level, identifying which students needs targeted support and what support is needed.
1	1	2	Teachers will hold individual data conferences with students at least twice a 9 weeks to increase student self-efficacy and ownership in their growth.
1	2	1	Teachers and students will set the standard of earning a minimum Meets Performance on all assignments and assessments is the expectation.
1	2	2	Explicit STAAR practice aligned to currently-taught standards will take place in 3rd grade lessons, allowing for both teacher and student practice with items aligned to currently taught standards.
1	2	3	EB students will spend a minimum of 60 minutes in direct language acquisition intervention per week using the district-approved program, tracking their projected performance on TELPAS.
1	2	4	Teachers will conduct learning walks, modeled lessons from coaches, and/or pod lessons taught by a "master" teachers to improve their own craft and ensure the best first instruction for all students.

State Compensatory

Budget for San Leon Elementary School

Total SCE Funds: $23,477.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Title I

1.1: Comprehensive Needs Assessment

CNA was conducted on May 18, 2023. The committee's work proposed 5 goals for the 2023-2024 academic year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plan was developed with and will be monitored with the CEIC (Guiding Coalition plus stakeholders).

2.2: Regular monitoring and revision

Monitoring will occur quarterly.

2.3: Available to parents and community in an understandable format and language

Communication is available to parents and the community in multiple formats and in Spanish/English.

2.4: Opportunities for all children to meet State standards

Tier 1 instruction is the primary academic focus for San Leon Elementary.

2.5: Increased learning time and well-rounded education

The campus master schedule was completely developed around the protection of essential standards learning time and student services and supports.

2.6: Address needs of all students, particularly at-risk

The needs of all students are addressed through staff members and campus/district programs.

3.1: Annually evaluate the schoolwide plan

The CIP is wholly evaluated at minimum of one time per school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The P/E policy was developed and submitted in Spanish and in English. Parents received a digital copy of this document.

4.2: Offer flexible number of parent involvement meetings

Title I parent meetings were included in family nights at the beginning of the school year. Parent conferences are scheduled up to Parent Confernce Day to give flexibility for scheduling.

Title I Personnel

Name	Position	Program	FTE
Burkhardt, C.	Instructional Specialist		1.0

Plan Notes

2019-20 State Compensatory Education Program

San Leon Elementary School

The District/Campuses use the state criteria for determining students 'at-risk'. A student "at-risk of dropping out of school" is under 26 years of age and who meets one or more the following criteria:

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).]
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school

program under Section 29.259.

San Leon Elementary School will use $287,264 in 2019-20 State Compensatory campus funds to:

- Provide supplemental Instructional Interventionists, Instructional Coaches, and Paraprofessionals to support identified students in core subjects on campus ($252,249)
- Provide Communities in School Program/Personnel on campus to support district dropout prevention program ($27,500),
- Provide supplemental funds for accelerated instruction (including Saturday and Summer Programs), transportation and instructional materials/programs for struggling students not meeting state standards ($567),
- Provide District Social Worker/Campus Counselor with additional funds for instructional training, student/teacher travel, and instructional supplies/ materials for at-risk students ($6518).
- Contracted Service Providers ($250)

Addendums

AVID Schoolwide College Readiness Goals
2020-2021
SAN LEON ELEMENTARY

I. Instruction

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

II. Systems

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

III. Leadership

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

IV. Culture

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

Site Team Members:

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
GOAL	**A. Writing Process (2):** Ensure AE students in grades 2, 3 and 4 routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing, or editing, and publishing) and produce a final product at least 1x each nine weeks.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Provide PD to ensure common understandings and expectations in grades 3 and 4.							
	2) Ensure Writing Products/Process lessons and experiences are modeled and planned within grade level PLC each nine weeks.							
	3) Display student products each 9 weeks.							
	4) Implement plan to celebrate student authors in each grade level (publishing parties, learning walks, show and tell, etc.).							

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
GOAL	**B. Higher Level Thinking (4):** AVID Elementary students in 1 grade level actively participate in questioning using Costa's Levels of Thinking during class lessons, discussions, and problem-solving.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Ensure inquiry strategies according to Costa's Levels are modeled and planned within lessons within the PLC.							
	2) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model inquiry and Costa's Levels of questioning within lessons and planning.							

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
GOAL	**C. Collaboration (7):** AE Students in grades 3 and 4 routinely use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) PD for teachers on student ICT collaboration tools and strategies to ensure common understandings and expectations							
	2) Ensure ICT Collaboration strategies are planned within lessons within the PLC.							
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.							

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
GOAL	**D. Collaboration (8):** AE Students routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g.…..)							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Create a vertical articulation of collaboration expectations and models for grades PK-4.							
	2) Ensure Collaboration strategies are modeled and planned within lessons at each grade level within the PLC.							
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.							

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
GOAL	**E. WICOR (12):** The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Site Team Collaboration on WICOR framework and strategies to ensure common understandings and expectations							
	2) Establish connection within PD between current practice/instructional strategies and connection to WICOR.							
	3) Create visuals/displays/anchor charts to enforce connection between current practice and connection to WICOR through the campus, in PLC Conf Room, common spaces.							
	4) Ensure WICOR strategies are modeled and planned within lessons with the PLC.							
	5) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model WICORized lessons and planning.							

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

INSTRUCTION *Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*								
GOAL	**F. Organization (9,10):** AVID Elementary students routinely use organization and planning tools such as binders and planners/agendas to track academic coursework, organize their thinking and learning, and monitor their academic success							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1. Ensure all students have AVID binders and planners/agendas for daily use.							
	2. Create a vertical articulation of organization and planning expectations for AE Students in all grades.							
	3. Implement process for regular monitoring of binder and planner use.							

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

SYSTEMS *Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.*								
GOAL	**A. SITE TEAM + PLAN (1, 2, 3):** The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Establish AE Site Team membership that includes campus representation from all grade levels and leadership positions.							
	2) AE Site Team will collaborate and develop Site Plan for implementation.							
	3) AE Site Team will create a calendar to ensure meetings at least quarterly to review implementation progress and set action goals for future work.					Jillian Anderson		

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

SYSTEMS *Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.*								
GOAL	**B. Instructional Methods (12):** The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Develop plan for instructional PD to support instruction in Collaboration, ICT for Collaboration, WICORized lessons, and Inquiry strategies.							
	2) AVID Site Team participates in AVID Communities of Practice through the year to continue AVID learning.							
	3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus. a. Writing To Learn b. Inquiry c. Collaboration d. Organization e. Reading to Learn f. AVID Weekly g. Learning Walks h. College & Career Awareness i. College-Going Culture							

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

LEADERSHIP *Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.*								
GOAL	**A. SLT + AVID SITE TEAM (5):** The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) AVID Site Team and SLT collaborate on AVID Site Plan development and implementation.							
	2) Ensure AVID Site Team composition includes SLT Representation.							
	3) Plan regular meetings between AVID Site Team and SLT to discuss implementation progress (at least 3x per year).							

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD **Campus: San Leon Elementary** **Date: 2020-2021**

CULTURE *Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment*								
GOAL	A. **COLLEGE DISPLAYS + TALK (5, 6):** The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.							
		Progress						
	Actions					**Responsible**	**Evidence**	
	1) Create public displays throughout the campus that promote college-going culture and opportunity awareness for all students.							
	2) Organize HS guest speakers/virtual college field trip opportunities for students to promote opportunity awareness.							
	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

Calder Road Elementary School

2024-2025 Campus Improvement Plan

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

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 2024-2025

BASED ON 2023 DATA

Committees met in September of 2024 to review end-of-year MAP and from M-Class and STAAR, TELPAS, and STAAR-ALT scores. These 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 2024-2025

Our main areas of focus for the 2024-2025 will be:

1. Early Literacy for students in PK, K and 1st using learning from the Science of Teacher Reacing.
2. Tier 3 and Special education supports in both reading and math using a system for identification and focusing on promised essential standards
3. Bilingualism, Biliteracy, and Biculturalism through a dual language program
4. Building new teachers and new teams through common supports and embedded professional development
5. Parent Engagement (Study skills, attendance, 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 the 2024-2025 School Year

School Demographics:

Calder Road Elementary is one of 17 campuses in Dickinson Independent School District. We opened the doors in August of 2010. Calder Road Elementary serves students in grades PK-3 including ESCSE 3-year-olds and the district elementary TIDES medical unit. For the 2024-2025 school year, our enrollment is currently541 students.

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 Pre-Kindergarten. All teachers at Calder Road Elementary are certified to teach students who are classified as English Language Learners except four new teachers, 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 and a Bilingual Specialist. 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. Students have been provided with extended tutoring serives including after-school opportunities and Saturday school.

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.

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 program services at Calder Road Elementary are Life Skills, Resource, 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 Life Skills program primarily focuses on students with a variety of disorders and the specific needs of those students to better integrate socially and behaviorally into the general education population. Additionally, Life Skills teachers assist students identified as intellectually disabled or severe ADHD learn appropriate social skills as well as providing academic support for grade level TEK(s). The TIDES classroom services Kindergarten through third grade students who are identified as intellectually disabled as well as severe physical disabilities which require intensive care throughout the day. The TIDES classroom focuses on pre-TEK skills as well as alertness and tactile learning including vocalization, eye contact and physical response to stimuli. Based on ongoing reading and STAAR data Reading scores with Special Education students remains a focus at

CRES.

OVERALL NEEDS

Based on the data reviewed, CRES shows immediate needs in the following areas:

- Special Education Math and Reading support for inclusion support
- Training for inclusion which includes all paraprofessionals
- A scripted program Reading by design or other reading intervention such as Fundations 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.
- Our projected Closing the Gaps percentage was 92%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High-performing students are not performing at the Mastery Level according to 3rd Grade STAAR data for reading and math **Root Cause:** Teachers need training on depth of knowledge questioning and planned rigorous questioning and goal setting.

Student Achievement

Student Achievement Strengths

Calder Road is predicted to outperform the state and district for students who met or mastered Grade 3 STAAR Reading, Spanish Reading, and Math

Students taking TELPAS exceeded the projected 2038 long-term target for growth.

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.

School Culture and Climate

School Culture and Climate Summary

Committee #7 School Culture and Climate:

Members of the committee were:

Zammira Elizondo, Colleen Sparks, Marisha Ausmus

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)

Suggestions were made on how to improve parent communication. We will look at Title Meeting surveys to determine further actions that need to happen.

We include regular fire and lock-down drills into our schedule and review the process to ensure that all staff members are aware of campus procedures. “No Place for Hate” Student Committee, and The Gator Aides, students all contribute to a sense of pride and ownership in our campus culture. We also participate in the Kindness Challenge, Unity Day, and Multi-cultural NIght

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 safe and well-maintained campus that 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 consistently. Share 911 and Panic Button training was given to the staff. Door safety audits are made at least once weekly. We will continue to look at survey results from the staff and all stakeholders.
- 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 multicultural awareness programs, incorporate anti-bullying read-aloud, 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-grade students participate in the UIL A+ Events - including number sense, music memory, storytelling, etc.
- 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 with all our campus stakeholders.
- Our Positive Behavior Committee implemented a campus-wide financial literacy system that 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 students to grow and learn the social skills needed to be successful in all situations.
- Our counselor as well as our Communities in School representative 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.

*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, lockdowns, and shelter-in-place drills are all performed regularly.
- One point of entry is monitored at all times, all exterior and interior doors are locked, and the school camera system is operational. Door audits of the building are performed weekly, data is kept, and any issues are reported immediately. All visitors must have a sticker badge to enter the building and these badges are taken before they leave. A school liaison officer walks our campus frequently.
- The campus provides several bullying prevention strategies each school year. Students take a pledge to not bully, participate in multicultural awareness programs, listen to read-aloud on bullying, watch videos on bullying, and are encouraged to fill out a bullying report to end any bullying they are experiencing or witnessing. 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 weekly character lessons through a school-wide program. Social and emotional learning takes place during the students' rotations/CAMPS time.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance rates have dropped over the last few years. **Root Cause:** The pandemic along with other factors have lead parents to believe that participating in a full school day is not essential.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Over 95% of our staff is highly qualified and our turnover rate is minimal. Teachers are leaving to become administrators and instructional coaches. It is important to retain excellent teachers through up-to-date training and ensuring they have autonomy.

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

Mentors are assigned to first-year teachers.

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

Curriculum supports training

Balanced Literacy training (CAMPUS based training)

LEAD4WARD

Number talks

Restorative Practices/PBIS

Seidlitz Training (7 steps)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Calder is always searching for staff of quality with the same work ethic, values and sense of urgency. New teachers do not always understand the high levels

of expectation. **Root Cause:** New and returning teachers have not always had the same types of mentor opportunities

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A committee of teachers and specialists developed 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, Unit Tests, MAP, and MCLASS data.

Gifted and Talented students also complete a Texas Performance Standards project each year and the GT-certified teachers enrich students through a variety of differentiated activities and lessons. Our GT model is the GT class cluster model.

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

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

Dyslexia- Reading by Design

Amplify/ Boost

Reading readiness

IReady

Learning Ally

Fundations- Intervention

ST Math

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

Curriculum, Instruction, and Assessment Strengths

Teachers analyze previous data at every lesson planning time. Our focus this year is to explicitly teach the process standards. Teachers are using LEAD4WARD field guides and Student Learning reports to guide their planning and to reflect on engaging lessons. Academic vocabulary is taught through the engaging lesson through the LEAD4 WARD format. We participate in the LEAD4WARD webinars to increase the 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 to teachers to look over formative data (common assessment) make instructional changes and regroup

students for interventions and enrichment.

Teachers have a designated time once a week to meet as Collaborative Team Time to look over common assessments and data. Students are pulled during "WIN (What I Need) time" by academic coaches while the classroom teachers are providing intervention and enrichment. All students receive enrichment once per week. Data is collected from the intervention groups which run on a 3-week cycle and that data is used for progress monitoring and to plan instruction for the next 3 weeks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Throughout the year, Calder Road hosts many meaningful activities which support student learning and community involvement. Some of the activities include Meet the Teacher, Open House, Multicultural Night, College and Career Day, College Tailgate Night, Community Resource Fair, Hispanic Heritage grade-level music programs, and Field Day.

Our counselor provides support and services for our Calder Road families throughout the year. Her programs include providing information about UTMB TCHATT and other mental health supports, clothing donations, school supplies, counseling groups targeting specific needs, financial literacy programs 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, Spring Picnic, 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. Calder maintains their campus website, Facebook page, Twitter/X page along with School Messaging. Teachers use either the REMIND app or the ClassDojo app to communicate with parents.

Parent and Community Engagement Strengths

- Parents and the community feel safe and welcomed according to surveys
- Parents voice their concerns and give feedback for improvement and celebrations
- Parent involvement is high at all events and during the school day (At least 75 % of each class is represented)
- Multicultural Night
- Tailgating Night
- Various grade-level musical programs
- Career Day
- 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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents state on the campus survey that they would like to see varying types of communication. **Root Cause:** Parents don't always understand how to access digital platforms or where to look for information.

School Context and Organization

School Context and Organization Summary

Dickinson ISD has organized the curriculum into a district-wide scope and sequence- UPG (Unit planning guide) which allows 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 campus.

Teacher leaders are also involved at the district level in collaborating and planning the district curriculum guide and yearly scope and sequence. Grade-level teams use the district scope and sequence to plan instruction every week. 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, giving each subject the appropriate amount of instructional minutes. We also alternate reading and mathematic cycles during WIN Time, our designated enrichment/intervention time. This allows our campus to add STEM extensions and strategic TEKS-based interventions at each grade level (K-3). Pre-Kindergarten is now a full day following CLI assessments and Circle curriculum.

The master schedule reflects WIN time, in-class support, and appropriate instructional minutes for each grade level. These are outlined prior to the school year and supports are adjusted according to student needs.

During our weekly CTT - Collaborative Team Time grade level teachers work together to look at students' data to plan interventions along with creating common assessments and reviewing TEKS 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 are made for each situation.

Our campus works to build pride in the local community as well as provide 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, career ready, 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 30% 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 grade students will pass the STAAR exam at "Approaching grade level" and 100 % of all our students will show growth
- 30% of our students will "MASTER GRADE LEVEL" on CBA and STAAR
- Schedules and announcements are clear and concise (Schedules include planning and CTT time)
- Students and staff feel safe and the campus is well-maintained and systematic (surveys and Safety protocol/handbook)
- Survey is sent out yearly

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Student have not been able to accurately and consistently articulate their academic goals. These goals have not consistently been used to drive instruction or interventions. **Root Cause:** Although this is an expectation, some teachers may feel there are time constraints with implementation. Administrators and coaches had not followed through with checking and having goal chats with students.

Technology

Technology Summary

Committee #5 Campus Technology Needs:

Members of the committee were:

Jennifer Heard, Principal

Vicky Beck, 2ng Grade

Audrey Owens, Instructional Coach

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 (IREADY, Amplify, ST Math), and 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 computers, 1-1 student computers, a projector, Lumen document camera. Kindergarten uses interactive white board pens.
- Multiple network printers are located on the campus as a resource for staff.
- Teachers and students routinely utilize Classlink to access educational websites such as ST Math, IReady, Reading Ally Amplify.
- 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 for STAR early literacy, STAR reading assessment, and implement interventions using ST Math, IReady, Reading Ally and Amplify.
- 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***

- Maintenance on all student chromebooks (for example: broken headphone jacks, missing keys, etc.)
- We continue to seek out professional development opportunities to assist teachers in effective planning and utilization of technology within the classroom.
- Spanish intervention program
- Imagine Learning, Reading A-Z, Amplify Electura, ST Math, IReady and Learning Ally

Technology Strengths

Calder Road has numerous technology resources. Within each classroom is a teacher-designated computer, 1-1 student computers, a projector, and a lumen, Kindergarten classrooms use interactive whiteboard pens. Several network printers are located on campus as a resource for staff. Teachers routinely utilize websites such as ST Math, IReady, Learning Ally, and Amplify. As a means of engaging students teachers use Google slides and educational videos aligned to the current TEK(s). In addition to using the teacher's designated computer for student learning it is utilized for inputting student grades, email communication with parents and co-workers, and as a means of reviewing data from curriculum-based assessments and benchmarks. Students are exposed to, and utilize, technology daily. School-wide instructional technology includes:

ST Math, IReady, Learning Ally, Amplify, Epic

Bilingual- Imagine Learning, Reading A-Z, Amplify Electura

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Smart boards or accessible features are needed for learning in all areas of the school **Root Cause:** Learning should be accessible in any area of the school

Priority Problem Statements

Problem Statement 1: High-performing students are not performing at the Mastery Level according to 3rd Grade STAAR data for reading and math

Root Cause 1: Teachers need training on depth of knowledge questioning and planned rigorous questioning and goal setting.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Data at the "Masters Grade level" has remained stagnant over the past 3 years.

Root Cause 2: Teachers need more differentiation at the higher level of student performance.Students need more enrichment opportunities in the classroom and school setting.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- 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 student group areas such as students at risk and high achieving, will show at least one year's growth in MAP and MCLASS.

High Priority

Evaluation Data Sources: STAAR , MCLASS and MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will use the following to teach and plan Lead4ward resources and high yield strategis SEidletz **Strategy's Expected Result/Impact:** All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population requiring assistance. **Strategy's Expected Result/Impact:** All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. Students at the masters level will be at least at 30% in all areas. **Staff Responsible for Monitoring:** Administrators **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - IDEA B, - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The instructional interventionists and coaches will -provide high quality PD for all teachers and coach them to build capacity -provide intervention in and out of the classroom -Teachers and Academic Coaches will provide research based interventions effectively for all students including those that are at-risk, ELL, Special Ed, GT, or any other sub population requiring assistance. Instructional Coach will also work with teaching staff to provide instruction through strategic professional development in literacy and provide support with district approved resources **Strategy's Expected Result/Impact:** All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. **Staff Responsible for Monitoring:** Teachers Academic Coaches Administrators **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 199-SCE, - 263-Title IIIA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers, administrators, and all critical staff will attend Professional Development sessions in and out of state in order to enhance their knowledge of reading and writing best practices. **Strategy's Expected Result/Impact:** Improved student achievement in all areas **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Travel - 255-Title IIA, Travel - 211-Title IA, Travel - Local Funding, Travel (EL) - 263-Title IIIA				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Review TELPAS proficiency levels from previous year in Reading and Writing. Monitor all students reading levels and monitor writing portfolios throughout the year to target growth. **Strategy's Expected Result/Impact:** All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. At least 30% of Calder Students will master grade level in all areas of the STAAR test. **Staff Responsible for Monitoring:** Campus Administrators Academic Coaches **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Strengthen the dual language program as it moves into the 3rd grade. Provide all teachers and parents with training, any necessary supplies and resources, as well as continuous monitoring and problem solving until one-way dual language is systemic throughout the campus. **Strategy's Expected Result/Impact:** Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners. Students will graduate as bilingual ready to enter the work force. in all subjects will increase. **Staff Responsible for Monitoring:** Administrators **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies, training - 263-Title IIIA, Bilingual Allotment Funding - State Funds				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literary Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di) **Strategy's Expected Result/Impact:** All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. **Staff Responsible for Monitoring:** Principal and Educational Services Department **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

No Progress

Accomplished

Continue/Modify

Discontinue

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 2: CRES Domain 1 will increase to 90 or above in the 2024-2025 school year. Students at the MASTERY LEVEL will be at 30% in all areas.

High Priority

Evaluation Data Sources: STAAR Data

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

Performance Objective 1: 100% of students will participate in various awareness activities including Red Ribbon Week, Unity Day, Say Something Week, Start with Hello Week, etc.

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 have weekly lessons through Second Step on how to make good choices, and what bullying is and what it is not. The school-wide positive behavior management system is a financial literacy program where students can earn currency for demonstrating good character. The counselor will also provide targeted monthly lessons. **Strategy's Expected Result/Impact:** Reduction in discipline referrals, PIEMS data, observation of student engagement, incident report data **Staff Responsible for Monitoring:** Counselor Behavior Coaching Staff **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to provide a school wide Unity Day and anti-bullying campaign **Strategy's Expected Result/Impact:** Parent surveys, reduction in discipline referrals, PIEMS data, observation of student engagement **Staff Responsible for Monitoring:** School Counselor and Administrator **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement "No Place for Hate" program campus wide into our current Character Education programs. Adhere to the guidelines and the responsibilities of having this distinction. **Strategy's Expected Result/Impact:** Reduction in discipline referrals, PIEMS data, observation of student engagement **Staff Responsible for Monitoring:** School Counselor and Administrator **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. All teachers are trained in Suicide Prevention and abuse. **Strategy's Expected Result/Impact:** Increase in student attendance and student achievement for students identified as homeless. **Staff Responsible for Monitoring:** School Counselor and District social worker **Funding Sources:** - 211-Title IA, - Local Funding, - Outside Agency				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Through our master schedule, we will ensure that each student participates in moderate to vigorous physical activity during their P.E. art/music classes and social-emotional learning. As a campus, we also participate in the fitness gram. **Strategy's Expected Result/Impact:** Increase in student achievement on the fitness gram and increase in overall student achievement. **Staff Responsible for Monitoring:** P.E. teachers, Administrators				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: All staff members will continue to receive campus-based training in PBIS and Restorative Practices **Strategy's Expected Result/Impact:** Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement. **Staff Responsible for Monitoring:** Administrators, counselors, behavior coach staff				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: All students will participate in Social Emotional Learning Class to directly teach problem-solving skills using methods such as Kelso's Choice and Second Step

Evaluation Data Sources: Master Schedule and a reduction in student office referrals

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

Performance Objective 3: The behavior coach, counselor, and administrators will review data each month to determine trends and make coaching and intervention plans accordingly.

Evaluation Data Sources: We have scheduled monthly progress monitoring data information.

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

Performance Objective 4: Calder Road's overall attendance rate will increase to 96%

Evaluation Data Sources: Attendance data

Goal 3: CRES will make family and community partnerships a priority. We will work with parents to encourage school attendance.

Performance Objective 1: CRES will provide parents/families with information about school activities through newsletters and information using various social media platforms and digital resources.

Evaluation Data Sources: Data saved from School messenger and other samples of parent communication

Goal 3: CRES will make family and community partnerships a priority. We will work with parents to encourage school attendance.

Performance Objective 2: CRES will provide parents with information regarding student attendance.

Evaluation Data Sources: Samples of parent letters and communications

Goal 3: CRES will make family and community partnerships a priority. We will work with parents to encourage school attendance.

Performance Objective 3: After-school activities and programs are being scheduled together to make them more accessible to everyone.

Evaluation Data Sources: School calendar of events and parent communication

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

Performance Objective 1: Retain staff through coaching, offering appropriate staff development based on individual needs, and providing leadership opportunities for interested staff.

Evaluation Data Sources: Minimal staff change

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: First Year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches **Strategy's Expected Result/Impact:** Increase in teacher retention for proteges **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. **Strategy's Expected Result/Impact:** Increase in retention of new teachers. **Staff Responsible for Monitoring:** Teacher Mentors and Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211-Title IA, - Local Funding, - 255-Title IIA				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide opportunities for campus administrators, counselors, and librarians to attend research-based training in order to build capacity and meet their professional needs. **Strategy's Expected Result/Impact:** Documentation of attendance. Travel forms completed and submitted. Implementation on campus during meetings Number of Highly Qualified Teachers **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Travel - 255-Title IIA, - Local Funding, Travel - 211-Title IA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide opportunities for physical education, Science, Social Studies, and Fine Arts teachers to attend research-based training in order to build capacity and meet their professional needs. **Strategy's Expected Result/Impact:** Increase in staff moral and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to provide professional learning and growth for campus principals, assistant principals, and leadership teams through training and development by contracted service providers. **Strategy's Expected Result/Impact:** Growth and development of campus leaders **Staff Responsible for Monitoring:** Principal, District Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Contracted Service Providers - 255-Title IIA, Contracted Service Providers - 211-Title IA				

No Progress

Accomplished

Continue/Modify

Discontinue

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: The principals will conduct stay interviews to determine how to support our staff best.

Evaluation Data Sources: Samples of interviews

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

Performance Objective 1: Comply with 100 % of all financial management policies/practices for state, federal and local funding.

Evaluation Data Sources: 100 % Accurate Audits and 100% compliance with the business office.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets **Strategy's Expected Result/Impact:** Sign in sheet from training, compliance with district policies regarding budget management **Staff Responsible for Monitoring:** School Principal, School Secretary and Business Office **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All business and money handled on campus will be documented and receipts will be provided **Strategy's Expected Result/Impact:** Audits and evidence of receipts issued **Staff Responsible for Monitoring:** School Principal, School Secretary and Business Office **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborate and plan with district budget managers when making-decisions based on professional development, Master schedule and student and staff programs and materials to support at-risk students academic learning and improvement **Strategy's Expected Result/Impact:** Documentation of purchase orders, request for pay and Master Schedule assignments. Correct use of funds as documented by audits **Staff Responsible for Monitoring:** School Principal				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Students will have one-to-one district devices and classrooms will use digital resources.

Evaluation Data Sources: TTESS walk-throughs noting use of digital resources, PD provided to teachers regarding new technology resources

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

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

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Laura Adams	Parent
Community Member	Kaitlyn Ridens	Community Member
District Representative	Maggie Burk	District Representative
Non-classroom Professional	Kim Jackson	Counselor
Paraprofessional	Vonda Johnson	Paraprofessional
CAMPS Teacher	Ashley Endler	Music
Classroom Teacher	Audrey Owens	In Class Support Teacher
Classroom Teacher	Amy Diehl	Teacher
Classroom Teacher	Meagan Zermino	Teacher
Classroom Teacher	Jessica Vanhorn	Teacher
Classroom Teacher	Bailey Penny	Teacher
Classroom Teacher	Leann Huston	ECSE
Administrator	Jordan Arbuckle	Assistant Principal
Administrator	Jennifer Heard	Principal

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

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: GMP #2 Elementary #8

Agenda Item: Jim Rubach/Ryan Boone

Background Information:
Included in the 2023 Bond is Elementary #8. The Guaranteed Maximum Price for package #2 for Elementary #8 includes concrete, building envelope, food service equipment, plumbing, hvac, electrical, landscaping and applicable bonds/insurance.

Bartlett Cocke (General Contractor) has evaluated the proposals and the cost for package #2 is $52,756,083.

Recommendation:
The Superintendent, Executive Director of Facilities and Planning and Deputy Superintendent for Business and Operations recommend approval of GMP #2 for $52,756,083.

Action Item: __X___ Yes_____ No

Motion made by _____seconded by_____vote_____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: School Bus Purchase

Agenda Item: Ryan Boone

Background Information:
This year we would like to purchase 5 new buses from Longhorn Bus Sales for $727,420.00. We buy our buses through Buy Board which is one of our corporative purchasing (co-op) entities. The purchase would be 5 (77 passenger) diesel regular ed. buses.

The diesel buses estimated delivery is 300-365 days. The funding source is the general fund budget.

Recommendation:
The Superintendent, Deputy Superintendent for Business and Operations and Director of Transportation recommend approving the purchase of 5 buses from Longhorn Bus Sales for $727,420.00.

Action Item: __X___ Yes _____ No

Motion made by _____seconded by _____vote_____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Nominations for the Galveston Central Appraisal District (GCAD) Board of Directors

Agenda Item: Dr. Rebecca Brown

Background Information:
It is time to make nominations for the GCAD Board of Directors.

County Superintendents agreed to recommend to their boards the names of five nominees. It was suggested that DISD Board nominate the following name below.

Don Gartman

Votes will be cast after the slate of nominees is finalized.

Recommendation:
The Superintendent recommends that Dickinson ISD nominate the above nominee to the GCAD Board of Directors.

Action Item: ___√___Yes _____No

Motion made by _____ seconded by _____ vote _____

GALVESTON CENTRAL APPRAISAL DISTRICT

2025 Board of Directors Election

NOMINATION

VOTING UNIT

Dickinson ISD

You may nominate up to (5) five **before October 15th, 2024.**
Anything received on or after October 15th will be considered late

NOMINEE(S)

1. Donald Gartman
   Name
   2538 Quaker Dr, Texas City
   Address
   409-945-3307
   Telephone Number

2. _____
   Name
   _____
   Address
   Telephone Number

3. _____
   Name
   _____
   Address
   Telephone Number

4. _____
   Name
   _____
   Address
   Telephone Number

5. _____
   Name
   _____
   Address
   _____
   Telephone Number

Please note: The written resolution showing the nominee's name is required.

09-05-2024

A RESOLUTION OF DICKINSON ISD

SUBMITTING THE NAMES OF FIVE NOMINEES OR LESSFOR ELECTION TO THE GALVESTON CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS

WHEREAS, the Board of Directors of the Galveston Central Appraisal District consist of five members who serve two-year terms beginning January 01; and

WHEREAS, the Directors are elected by the voting units of the Galveston Central Appraisal District; and

WHEREAS, the Board of Trustees of the DISD is a voting unit in the Galveston Central Appraisal District; and

WHEREAS, this is the selection year for the Board of Directors of the Galveston Central Appraisal District; and

WHEREAS, the Board of Trustees of the DISD is entitled to submit the names of five nominees or less for election to the Board of Directors of the Galveston Central Appraisal District.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF DISD:

SECTION 1. The findings and recitations set out in the preamble to this Resolution are found to be true and correct and are hereby adopted by Board of Trustees and made a part hereof for all purposes.

SECTION 2. The Board of Trustees of the DISD hereby nominates Donald Gartman for the selection to the Board of Directors for the Galveston Central Appraisal District, as shown in **"Exhibit A"** attached hereto and incorporated herein for all intents and purposes.

PASSED, APPROVED, AND ADOPTED on the 7day of October 2024.

_____

Corey Magliolo, Board President

ATTEST:

_____

Veanna Veasey, Board Secretary

INSERT SYMBOL OR SEAL OF ENTITY HERE

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Interlocal Agreement with League City

Agenda Item: Robert Cobb

Background Information:

The district is requesting approval to enter an interlocal agreement with the city of League City to help pay for a crossing guard position located within DISD and League City for Bay Colony Elementary School. A copy of the agreement has been provided to the Board of Trustees.

Recommendation:
The Superintendent and Assistant Superintendent for Administration recommend approval of this Interlocal agreement.

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

Motion made by _____ seconded by _____ vote _____

Interlocal Governmental Agreement for School Crossing Guard Program

This Interlocal Governmental Agreement for School Crossing Guards is entered into between the City of League City (the City), a political subdivision acting by and through its City Council, and the Dickinson Independent School District (DISD), a political subdivision acting by and through its Board of Trustees. Both parties acknowledge that a School Crossing Guard Program is necessary to provide for the safety of students and citizens.

Term of Agreement

This Agreement begins August 1, 2024, and, unless extended by written agreement of both parties, ends July 31, 2027. Before the beginning of each school year, the need for crossing guards at certain locations throughout the City will be evaluated and revisions to the number and/or location may be made as the parties determine necessary. Any amendment shall be in writing and signed by both parties.

General Description of Services

Grossing Guards will be employed by DISD and assigned to campuses within the City of League City as determined by the parties. For the term of the agreement, DISD will employ and assign a total of one (1) Crossing Guard, to campuses within the city limits of League City. The Crossing Guards will work in shifts ranging from two hours to three and a half hours each day for 183 contract days each year, depending upon specific assignments. A list of initial locations reflecting the number of Crossing Guards assigned to each location is attached as Exhibit A and incorporated by reference.

Consideration

The City agrees to pay DISD a flat fee of $6,052.00 per school year paid in two equal installments in January and July. The annual flat fee is determined based upon the cost of guards stationed within the city limits of League City. This amount is subject to annual adjustment by the parties as necessitated by an increase or decrease in the number and locations of Crossing Guards. Any adjustment will be reflected in a written amendment to this Agreement executed by both parties. Exhibit A will be modified accordingly if adjustments are made.

Responsibilities

Each party assumes full responsibility for the actions of their own employees, and each shall remain solely responsible for their own employees' subdivision, daily direction and control and payment of salary and benefits. At all times and for all purposes, the Crossing Guard employed and assigned under this program are considered an employee of DISD. The job Description, as identified by DISD, is attached as Exhibit B. The City shall have no duty of supervision or level of control over the details of their work and the Crossing Guard shall not be deemed to have any employment relationship with the City of League City.

Neither party waives or relinquishes any immunities or defenses on behalf of themselves, their trustees, officers, employees, and agents, as a result of the execution of this Agreement and performance of the functions or obligations described herein.

Notices

Any notices required under this Agreement shall be sent to the following representatives for the Parties.

For DISD:
Robert Cobb
Asst. Superintendent for Administration
2218 FM 518 E
Dickinson, Texas 77539
rcobb@dickinsonisd.org

For League City:
Cliff Woitena
Chief of Police
555 W. Walker Street
League City, Texas 77573
cliff.woitena@leaguecitytx.gov

Assignment

No assignment of this Agreement, in whole or in part, for any purpose shall be made by either party without the written consent of the other party. Subject to this limitation, this Agreement shall bind and inure to the benefit to the successors and assigns of the Parties.

Interpretation of Agreement

This Agreement or any portion thereof shall not be interpreted by a court of law to the detriment of a party based solely upon that party's authorship of the Agreement or any portion thereof.

Severability

If for any reason, any one or more paragraphs of this Agreement are held legally invalid, such judgement shall not prejudice, affect, impair or invalidate the remaining paragraphs of this Agreement as a whole.

Entire Agreement

This Agreement constitutes the entire Agreement between the parties hereto and supersedes all prior agreements, understandings and arrangements, oral or written, between the parties thereto with respect to the subject thereof.

Governing Law and Venue

This Agreement shall be construed and enforced in accordance with and governed by the laws of the State of Texas and the venue for any cause of action shall be brought in Galveston County, Texas.

Execution in Counterparts

This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which together shall be deemed one and the same instrument.

No Joint Venture

This Agreement is not intended to create, nor should it be construed as creating a partnership, association, joint venture, or trust.

No Waivers

The waiver by any party hereto of a breach of any term or provision of this Agreement shall not be construed as a waiver of any subsequent breach.

Current Revenues Available and No Tax Revenue

Both parties agree that any payments that are made under this Agreement for governmental functions or services will be made from current revenues available to the paying party.

No Third-Party Beneficiary

Nothing in this Agreement shall entitle any third party to any claim, cause of action, remedy or right of any kind, it being the intent of the parties that this Agreement shall not be construed as a third-party beneficiary contract.

Force Majeure

If by reason of Force Majeure, the Parties shall be unable in whole or in part to carry out their obligations under this Agreement in accordance with the terms or conditions of this Agreement, it shall not be considered a breach by this Agreement. The term "Force Majeure" as used in this Agreement shall mean acts of God, strikes, lock-outs, or other industrial disturbances, acts of public enemy, orders of any kind of the federal or state government, or any civil or military authority, insurrection, riots, epidemics, earthquakes, fires, hurricanes, storms, floods, washouts, droughts, arrests, restraint of government and people, civil disturbances, explosions, breakage or accidents to machinery, pipelines or canals, the partial or entire failure of the Parties, or any other causes not reasonably within the control of the Parties.

Immunity

It is expressly understood and agreed that, in the execution of this Agreement, the Parties do not waive any immunity or defense that would otherwise be available to it against claims arising in the exercise of governmental powers and functions.

This agreement shall be effective upon the date of execution.

DICKINSON INDEPENDENT SCHOOL DISTRICT

By: _____

Name: Dr. Rebecca Brown

Title: Superintendent of Schools

Date: _____

CITY OF LEAGUE CITY

Executed on _____. (*date to be filled in by City Secretary*)

_____

John Baumgartner, City Manager, ICMA-CM, P.E.

ATTEST:

_____

Diana Stapp, City Secretary

APPROVED AS TO FORM:

_____

Michelle Villarreal, City Attorney

EXHIBIT A

CITY OF LEAGUE CITY CROSSING GUARDS			
SCHOOLS	**CROSSING GUARD ASSIGNMENTS**	**TOTAL HOURS PER DAY**	**NUMBER OF CROSSING GUARDS**
Please add this infomation			

EXHIBIT B

Please attach your job description for the position here

Position: Crossing Guard

Department: Safety

Wage/Hour Status: Non-Exempt

Immediate Supervisor(s):

Pay Grade/Calendar: As determined by the DISD Compensation Manual

POSITION SUMMARY:
Provides safe crossings for students who walk to and from school. Actively engages in actions that contribute to Dickinson ISD's overall mission and strategic plan.

QUALIFICATIONS:
Education/Certification:

- None specified

Special Knowledge/Skills:

1. Effective communication and interpersonal skills
2. Demonstrated willingness to work with children
3. Knowledge of or ability to learn school district policy and regulations related to safety
4. Willingness to work outdoors on every school day
5. Ability to lift and carry a minimum of 35 pounds

Experience:

- None specified

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist students in crossing the street safely without undue delay for vehicle traffic.
- Assist students in providing a safe entrance and exit to and from schools onto city streets.
- Keep equipment in good condition. 4. Supply counts and reports as requested.
- Report any person loitering in the vicinity of or interfering with a guard/controller.
- Wear the uniform and safety vest at all times while on duty.
- Use stop signs at all times when stopping traffic or directing children.
- Perform the job with little or no supervision.
- Manage heavy traffic and pedestrians.
- Manage large groups of children.
- Actively engage in actions that contribute to the overall mission and strategic plan of Dickinson ISD.
- Stay up-to-date professionally by selecting quality professional learning opportunities for personal growth.
- Research district policy, precedent, and current practices before acting.
- Participate as an effective team member, contributing to district, department, and content goals.
- Demonstrates proficient levels of technology applications.
- Participates fully in drills and safety exercises to provide for students' safety and overall emotional wellbeing.

- Utilize time wisely for effective management of job responsibilities.
- Maintain punctuality in daily work times, appointments, and meetings.
- Meet task completion deadlines established by the supervisor.
- Maintain friendly customer-service-driven interactions with all stakeholders, students, teachers, administrators, and co-workers.
- Work cooperatively with co-workers and supervisors to ensure that the goals of the school/department are met.
- Maintain a positive and professional tone in all communication (i.e., email, written, and verbal).
- Perform other duties and accept other responsibilities as assigned.

EXPECTATIONS OF MENTAL DEMANDS/PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS:

The demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- **Tools/Equipment Used:** Standard office equipment, including computer and peripherals; standard instructional equipment; other specialized and adaptive equipment used by students
- **Motion:** Frequent walking and reaching frequent standing; kneeling/squatting, bending/stooping, pushing/pulling, and twisting
- **Lifting:** Frequent light lifting and carrying (less than 15 pounds); heavy lifting (45 pounds or over) and positioning students with physical disabilities. Controlling behavior through physical restraint, assisting non-ambulatory students, and lifting and moving adaptive and other classroom equipment
- **Environment:** Primarily works in an office and school environment. May require occasional evening or weekend work to attend meetings or events. Work inside and outside (exposure to sun, heat, cold, and inclement weather); exposure to noise; exposure to biological hazards (body fluids, bacteria, communicable diseases)
- **Mental Demands:** Work with frequent interruptions; maintain emotional control under stress; Ability to interact positively and proactively with students with behavioral concerns, communicate verbally and in writing, instruct and maintain emotional control under stress
- **Professional Dress:** The dress must be clean and neat, appropriate for the assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

EVALUATIONS: The performance of this position will be evaluated annually.

_____ _____

Signature of Receipt Date

AMENDMENT 2021 – 2024 TO INTERLOCAL GOVERNMENTAL AGREEMENT

FOR SCHOOL LIAISON OFFICER PROGRAM

This agreement amend the now-existing Interlocal Governmental Agreement between the County of Galveston, Texas and the Dickinson Independent School District ("DISD"), providing law enforcement services to DISD. The attached Base Compensation Schedule (Exhibit B Supplement) is adopted for the period of October 1, 2022 through September 30, 2023, pursuant to the "Consideration" section of the existing Interlocal Governmental Agreement for School Liaison Officer Program.

County of Galveston by:

_____

Mark Henry, County Judge

Date of Execution_____

Attest:

_____

Dwight Sullivan, County Clerk

By _____ Deputy

Brandy Chapman

_____

Henry Trochesset, Sheriff

Date of Execution _____

Dickinson ISD by:

_____

Corey Magliolo, President

Dickinson ISD Board of Trustees

Date of Execution: _____

Attest:

_____

Veanna Veasey, Board Secretary

_____

Dr. Rebecca Brown, Superintendent

Date of Execution _____

Exhibit B – Compensation Schedule

Galveston County has adopted a Career Path program for law enforcement. Compensation for each Officer will be calculated according to his or her individual Career Path step and corresponding salary grade/step as follows:

Position	Grade/Step	FY 2025 Salary
Deputy I – School Liaison	**516 B**	**$58,195.00**
Deputy II – School Liaison	**518 B**	**$63,345.00**
Deputy III – School Liaison	**520 B**	**$68,495.00**
Deputy IV – School Liaison	**521**	**$71,070.00**
Deputy V – School Liaison	**522**	**$73,645.00**
Sergeant I – School Liaison	**524**	**$83,945.00**
Sergeant II – School Liaison	**525**	**$89,095.00**
Lieutenant – School Liaison	**527**	**$99,395.00**

Hourly Rate for each Officer is calculated by dividing each Officer's individual salary by 2236.

Total Hourly Rate for each Officer is calculated as follows:

(Hourly Rate) x (1.2128 [variable benefits]) + $5.16 [fixed benefits] = Total Hourly Rate

Longevity $10 per month per year of service

Current monthly certification pay rates are:

Intermediate	Advanced	Master
$50.00	$100.00	$150.00

In addition, the following fees and charges will be billed per Officer per contract year, prorated monthly:

Uniforms	Training	Cellular	Radio
$440.00	$440.00	$50.00	$90.00*

Administrative Fee will not exceed 1% of the total monthly bill

AMENDMENT 2021 – 2024 TO INTERLOCAL GOVERNMENTAL AGREEMENT

FOR SCHOOL LIAISON OFFICER PROGRAM

This agreement amend the now-existing Interlocal Governmental Agreement between the County of Galveston, Texas and the Dickinson Independent School District ("DISD"), providing law enforcement services to DISD. The attached Base Compensation Schedule (Exhibit B Supplement) is adopted for the period of October 1, 2022 through September 30, 2023, pursuant to the "Consideration" section of the existing Interlocal Governmental Agreement for School Liaison Officer Program.

County of Galveston by:

_____

Mark Henry, County Judge

Date of Execution_____

Attest:

_____

Dwight Sullivan, County Clerk

By _____ Deputy

Brandy Chapman

_____

Henry Trochesset, Sheriff

Date of Execution _____

Dickinson ISD by:

_____

Corey Magliolo, President

Dickinson ISD Board of Trustees

Date of Execution: _____

Attest:

_____

Veanna Veasey, Board Secretary

_____

Dr. Rebecca Brown, Superintendent

Date of Execution _____

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Deputy V – School Liaison	**522**	**$73,645.00**
Sergeant I – School Liaison	**524**	**$83,945.00**
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Current monthly certification pay rates are:

Intermediate	Advanced	Master
$50.00	$100.00	$150.00

In addition, the following fees and charges will be billed per Officer per contract year, prorated monthly:

Uniforms	Training	Cellular	Radio
$440.00	$440.00	$50.00	$90.00*

Administrative Fee will not exceed 1% of the total monthly bill

AMENDMENT 2021 – 2024 TO INTERLOCAL GOVERNMENTAL AGREEMENT

FOR SCHOOL ADMINISTRATIVE POSITION

This agreement amends the now-existing Interlocal Governmental Agreement between the County of Galveston, Texas and the Clear Creek Independent School District ("CCISD"), Dickinson Independent School District ("DISD") and Texas City Independent School District ("TCISD") for an administrative position to CCISD, DISD and TCISD. The attached Base Compensation Schedule (Exhibit B Supplement) is adopted for the period of October 1, 2024 through September 30, 2025, pursuant to the "Consideration" section of the existing Interlocal Governmental Agreement for School Liaison Officer Program.

County of Galveston by:

_____

Mark Henry, County Judge

Date of Execution_____

Attest:

_____

Dwight Sullivan, County Clerk

By _____ Deputy

Brandy Chapman

_____

Henry Trochesset, Sheriff

Date of Execution _____

Clear Creek ISD by:

_____

Arturo Sanchez, President

Clear Creek ISD Board of Trustees

Date of Execution: _____

Attest:

_____

Dr. Laura Dupont, Board Secretary

_____

Karen Engel, EdD, Superintendent

Date of Execution _____

Dickinson ISD by:

_____

Corey Magliolo, President

Dickinson ISD Board of Trustees

Date of Execution: _____

Attest:

_____

Veanna Veasey, Board Secretary

_____

Dr. Rebecca Brown, Superintendent

Date of Execution _____

Texas City ISD by:

_____

Melba Anderson, President

Texas City ISD Board of Trustees

Date of Execution: _____

Attest:

_____

Adriana Lyle, Board Secretary

_____

Melissa Duarte, EdD, Superintendent

Date of Execution

_____

Exhibit B – Compensation Schedule

Position	Grade/Step	FY 2025 Salary
Administrative Assistant I	**109**	**$40,890.00**

Hourly Rate is calculated by dividing individual salary by 2080.

Total Hourly Rate is calculated as follows:

(Hourly Rate) x (1.2128 [variable benefits]) + $5.16 [fixed benefits] = Total Hourly Rate

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Approval of Agenda Items A-D

Agenda Item: Dr. Rebecca Brown

Background Information:

Agenda Items:

A. Quarterly Investment Report
B. Investment Strategy for 2024-2025 Fiscal Year
C. Investment Policy-Board Policy CDA(LOCAL)
D. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A-D.

Action Item: **___√____Yes** **_____No**

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Quarterly Investment Report

Agenda Item: Ryan Boone / Kelly Logsdon

Background Information:
Attached is the quarterly investment report for March 1, 2024 through May 31, 2024 and comparison data for prior years.

Recommendation:
The Superintendent, Deputy Superintendent for Business and Operations and the Executive Director of Business Operations recommend approval of the quarterly investment report for June 1, 2024 through August 31, 2024.

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

Quarterly Investment Report

June 1, 2024 - August 31, 2024

This report has been prepared according to the requirements of Texas Government Code Chapter 2256 and I hereby certify that all investment activities are in compliance with local and state investment policy.

Ryan Boone
Deputy Superintendent for Business & Operations

Kelly Logsdon
Executive Director of Business Services

Leslie Hudson
Executive Director of Payroll

Laura Lambert
Senior Accountant

Dickinson Independent School District
Investments by Government Pools
OPERATING

Monthly Cash Balance By Government Pool												
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
Logic	4,877,077	4,900,035	4,922,426	4,945,592	4,968,733	4,990,372	5,013,570	5,036,046	5,059,232	5,081,724	5,105,043	5,128,359
Texas Class	2,282,528	299,778	301,157	302,586	304,009	3,817,928	3,835,640	1,847,999	853,246	857,050	861,014	864,983
Gulf Coast EFCU	5,324,321	5,387,690	5,403,510	5,460,498	5,460,498	5,460,498	5,483,143	5,532,564	5,532,564	5,532,564	5,604,143	5,604,143
Texas Range	11,829,022	11,922,482	12,148,128	12,176,425	12,178,657	12,254,896	12,290,468	12,290,481	10,430,448	4,593,348	4,605,050	1,563,409
Texas FIT	2,751,216	2,762,164	1,772,181	1,780,594	7,487,965	8,745,535	8,284,462	2,105,769	2,115,574	2,125,063	130,117	130,712
Total	**27,064,164**	**25,272,149**	**24,547,402**	**24,665,695**	**30,399,862**	**35,269,229**	**34,907,283**	**26,812,859**	**23,991,064**	**18,189,749**	**16,305,367**	**13,291,606**
Net Change	541,676	-1,792,015	-724,747	118,293	5,734,167	4,869,367	-361,946	-8,094,424	-2,821,795	-5,801,315	-1,884,382	-3,013,761

Monthly Interest Earned by Government Pool													
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**Total**
Logic	22,015	22,957	22,392	23,166	23,141	21,639	23,198	22,476	23,186	22,491	23,320	23,316	**273,297**
Texas Class	5,502	7,502	1,379	1,429	1,423	15,342	17,711	12,359	5,248	3,804	3,963	3,970	**79,632**
Gulf Coast EFCU	0	63,369	15,820	56,988	0	0	0	49,421	0	0	71,578	0	**257,176**
Texas Range	9,348	93,459	225,646	28,298	2,232	76,239	35,571	14	139,966	62,901	11,702	34,795	**720,171**
Texas FIT	4,813	12,567	10,018	8,412	27,371	37,571	38,927	21,305	9,805	9,489	1,745	595	**182,618**
Total	**41,678**	**199,854**	**275,255**	**118,293**	**54,167**	**150,791**	**115,407**	**105,575**	**178,205**	**98,685**	**112,308**	**62,676**	**1,512,894**

Investment Holdings						
Pool	**Settlement Day**	**Description**	**Maturity Date**	**Rate**	**Investment Amount**	**Estimated Value at Maturity**
Gulf Coast EFCU	11/8/23	12 month super jumbo cd #20	11/7/24	5.6000%	2,729,386	2,882,232
Gulf Coast EFCU	3/1/24	12 month super jumbo cd #21	3/1/25	4.8000%	2,674,123	2,802,481
Total					**5,403,509**	**5,684,713**

Dickinson Independent School District
Ten Year Balance History
OPERATING

Cash Balance												
Year	September	October	November	December	January	February	March	April	May	June	July	August
2014-15	35,424,432	35,916,810	32,168,575	30,170,343	37,172,376	43,174,634	43,180,250	37,192,580	34,194,538	29,915,239	29,801,034	33,206,830
2015-16	37,207,179	40,219,426	38,237,442	44,247,411	47,234,787	51,247,183	47,256,444	44,266,883	41,282,996	38,295,541	38,312,411	39,347,700
2016-17	45,375,666	43,431,962	49,417,925	50,435,468	52,461,542	60,498,394	53,529,331	50,551,891	46,633,422	43,664,587	42,738,360	43,780,279
2017-18	48,798,756	48,844,463	49,870,305	54,895,049	60,931,901	61,045,981	61,097,442	58,211,038	52,278,091	47,337,052	47,699,614	47,798,402
2018-19	48,850,615	51,322,653	49,424,925	49,577,250	58,615,471	66,723,974	61,851,069	55,958,121	54,093,282	54,191,449	51,801,768	53,705,255
2019-20	60,888,636	60,012,550	53,703,105	59,432,691	69,487,534	75,855,044	69,727,150	63,806,409	56,704,668	53,727,163	49,747,402	47,867,920
2020-21	53,739,783	56,849,350	54,915,997	50,921,104	65,940,917	71,802,263	62,956,494	56,970,934	53,975,862	48,977,167	45,997,208	45,907,822
2021-22	45,798,755	41,818,996	44,825,184	41,826,337	56,340,645	62,345,147	57,357,687	46,374,414	46,392,180	43,410,477	37,431,833	34,657,889
2022-23	35,795,592	29,233,869	27,369,644	31,888,920	48,315,351	56,465,403	50,740,505	42,156,348	40,886,624	30,637,772	29,789,600	26,522,488
2023-24	27,064,164	25,272,149	24,547,402	24,665,695	30,399,862	35,269,229	34,907,283	26,812,859	23,991,064	18,189,749	16,305,367	13,291,606

Interest Earned													
Year	September	October	November	December	January	February	March	April	May	June	July	August	Total
2014-15	2,398	2,379	1,763	1,771	2,032	2,259	5,616	2,329	1,928	1,473	5,052	5,793	**34,793**
2015-16	2,576	15,223	19,877	9,967	8,922	10,937	12,261	10,438	16,112	8,314	7,959	8,649	**131,235**
2016-17	27,873	56,292	22,719	17,517	26,072	36,854	32,414	22,559	81,532	31,166	75,553	43,414	**473,965**
2017-18	18,701	45,705	25,842	24,744	36,852	114,080	51,464	113,593	67,056	58,960	36,309	98,546	**691,852**
2018-19	52,213	51,496	102,270	152,248	38,219	108,503	127,096	107,053	135,158	98,168	110,320	103,487	**1,186,231**
2019-20	183,412	123,914	190,554	229,582	64,449	148,273	81,744	79,261	48,258	22,394	20,339	120,719	**1,312,899**
2020-21	71,663	109,596	66,647	5,107	19,813	3,727	11,850	14,442	11,662	1,315	20,041	941	**336,804**
2021-22	607	20,241	6,089	1,253	14,307	4,501	12,541	16,727	17,764	18,298	21,354	63,328	**197,010**
2022-23	37,703	43,680	35,775	29,274	116,431	150,053	175,102	217,193	232,974	51,149	153,038	134,264	**1,376,636**
2023-24	41,678	199,854	275,255	118,293	54,167	150,791	115,407	105,575	178,205	98,685	112,308	62,676	**1,512,894**

Dickinson Independent School District
Investments by Government Pools
DEBT SERVICE

Monthly Cash Balance By Government Pool

Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	2,591,615	2,603,869	3,616,156	6,157,811	20,736,701	6,658,286	6,669,141	7,560,405	7,595,236	7,629,097	8,924,880	629,372
Texas Range	13,724,624	13,795,910	13,795,912	13,795,914	13,988,637	13,996,493	13,996,530	14,075,565	18,222,516	14,341,624	14,341,632	14,464,815
Total	**16,316,239**	**16,399,779**	**17,412,068**	**19,953,725**	**34,725,338**	**20,654,779**	**20,665,671**	**21,635,970**	**25,817,752**	**21,970,721**	**23,266,512**	**15,094,187**
Net Change	109,014	83,540	1,012,289	2,541,657	14,771,613	-14,070,559	10,892	970,299	4,181,782	-3,847,031	1,295,791	-8,172,325

Monthly Interest Earned by Government Pool

Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	11,732	12,254	12,287	14,114	67,840	62,348	30,855	30,292	34,830	33,861	34,333	4,128
Texas Range	97,281	71,286	2	2	192,723	7,857	36	79,036	264,898	1,160	8	123,182
Total	**109,013**	**83,540**	**12,289**	**14,116**	**260,563**	**70,205**	**30,891**	**109,328**	**299,728**	**35,021**	**34,341**	**127,310**

Investment Holdings

Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
Texas Range	4/23/24	TERM	10/23/24	5.4400%	2,860,630	2,938,652
Texas Range	6/3/24	TERM	9/3/24	5.4200%	3,882,052	3,935,087
Total					**6,742,682**	**6,873,739**

Total
348,874
837,471
1,186,345

Dickinson Independent School District
Ten Year Balance History
DEBT SERVICE

Cash Balance												
Year	September	October	November	December	January	February	March	April	May	June	July	August
2014-15	6,013,341	6,013,801	6,614,265	7,764,977	4,347,401	9,797,771	9,798,759	9,799,823	9,800,935	11,401,139	6,076,125	6,271,565
2015-16	6,271,747	6,272,836	6,274,064	6,275,586	13,585,808	10,494,059	13,499,830	13,506,038	13,512,728	13,118,516	7,791,542	451,144
2016-17	8,800,969	8,232,509	8,395,035	14,153,316	21,118,977	15,030,408	16,043,182	16,056,998	16,071,682	16,038,748	9,902,306	10,504,567
2017-18	10,515,229	10,526,471	11,037,856	15,195,447	21,122,320	17,410,151	17,428,591	17,448,473	17,476,685	18,905,724	18,052,557	12,031,994
2018-19	12,053,324	12,650,208	13,661,610	15,676,395	25,517,327	15,284,969	16,313,373	16,341,893	16,370,722	16,380,746	16,545,345	10,814,880
2019-20	10,815,814	10,816,728	10,645,783	11,662,217	23,598,646	14,291,236	15,297,072	19,059,354	16,605,453	17,008,551	10,793,267	10,820,839
2020-21	10,820,918	10,906,499	11,903,157	13,903,344	22,716,559	17,116,740	17,120,978	19,121,459	19,122,035	19,126,457	12,027,471	12,027,546
2021-22	12,027,608	12,027,671	14,027,782	17,028,024	10,865,597	18,869,307	18,871,329	18,894,116	18,899,891	18,907,854	18,530,783	12,167,176
2022-23	12,174,626	13,595,423	13,604,981	19,623,777	32,143,094	21,802,190	18,896,886	21,631,445	21,667,616	22,704,564	22,569,213	16,207,225
2023-24	16,316,239	16,399,779	17,412,068	19,953,725	34,725,338	20,654,779	20,665,671	21,635,970	25,817,752	21,970,721	23,266,512	15,094,187

Interest Earned													
Year	September	October	November	December	January	February	March	April	May	June	July	August	Total
2014-15	447	459	465	572	480	561	989	1,063	1,112	1,304	1,139	890	**9,481**
2015-16	961	1,094	1,193	1,522	3,007	5,585	5,771	6,208	6,691	6,887	5,953	143	**45,015**
2016-17	4,940	5,987	5,589	8,281	13,448	10,354	12,774	13,816	14,684	14,851	15,798	10,233	**130,755**
2017-18	10,662	11,242	11,385	10,907	16,568	10,071	18,440	19,881	28,212	29,039	30,156	22,075	**218,638**
2018-19	21,330	9,629	11,402	14,784	30,627	85,283	28,403	28,520	28,828	10,023	15,648	135,150	**419,627**
2019-20	933	914	69,262	16,433	26,124	5,396	5,836	7,803	3,920	3,097	1,754	27,574	**169,046**
2020-21	79	85,131	108	186	2,910	2,525	2,068	2,546	3,117	4,422	320	74	**103,486**
2021-22	62	63	112	241	2,387	3,709	2,023	2,891	5,774	7,964	11,404	38,285	**74,915**
2022-23	7,449	20,797	9,558	18,796	54,242	149,539	92,962	34,560	36,170	36,949	202,722	35,426	**699,170**
2023-24	109,013	83,540	12,289	14,116	260,563	70,205	30,891	109,328	299,728	35,021	34,341	127,310	**1,186,345**

Dickinson Independent School District
Investments by Government Pools
WORKERS' COMPENSATION

Monthly Cash Balance By Government Pool												
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
Texas Range	2,939,846	2,939,857	2,939,868	2,998,421	2,998,425	2,998,430	3,032,534	3,032,534	3,082,432	3,095,090	3,099,063	3,143,342
Total	**2,939,846**	**2,939,857**	**2,939,868**	**2,998,421**	**2,998,425**	**2,998,430**	**3,032,534**	**3,032,534**	**3,082,432**	**3,095,090**	**3,099,063**	**3,143,342**
Net Change	10	11	11	58,553	4	5	34,104	0	49,898	12,658	3,973	44,279

Monthly Interest Earned by Government Pool													
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**Total**
Texas Range	10	11	11	58,553	4	4	34,104	0	49,897	12,658	3,973	44,279	**203,504**
Total	**10**	**11**	**11**	**58,553**	**4**	**4**	**34,104**	**0**	**49,897**	**12,658**	**3,973**	**44,279**	**203,504**

Investment Holdings						
Pool	**Settlement Day**	**Description**	**Maturity Date**	**Rate**	**Investment Amount**	**Estimated Value at Maturity**
Total					**0**	**0**

Dickinson Independent School District
Ten Year Balance History
WORKERS' COMPENSATION

Cash Balance												
Year	September	October	November	December	January	February	March	April	May	June	July	August
2014-15	200,504	200,508	200,514	1,200,549	1,200,596	1,200,637	1,200,686	1,200,738	1,200,794	1,200,851	1,200,915	1,200,988
2015-16	1,200,991	1,201,078	1,201,280	1,201,470	1,201,743	1,202,030	1,202,364	1,952,614	1,952,817	1,953,027	1,953,247	1,953,470
2016-17	1,953,690	1,953,919	1,954,149	1,962,782	1,963,168	1,963,497	1,863,886	1,864,276	1,864,710	1,765,147	1,765,612	1,766,092
2017-18	1,705,608	1,706,052	1,606,422	1,606,830	1,557,269	1,557,640	1,558,099	1,558,589	1,559,114	1,572,723	1,573,193	1,573,672
2018-19	1,574,154	1,574,689	1,581,377	1,581,963	1,582,576	1,583,132	1,595,294	1,595,925	1,596,565	1,597,188	1,597,831	1,612,105
2019-20	2,312,870	2,316,310	2,316,726	2,330,027	2,330,434	2,339,937	2,341,045	2,341,158	2,341,227	2,347,204	2,347,257	2,347,303
2020-21	2,347,339	2,347,373	2,347,404	2,352,728	2,352,749	2,352,759	2,352,764	2,352,767	2,352,769	2,354,481	2,354,486	2,354,493
2021-22	2,354,501	2,354,510	2,354,521	2,354,531	2,354,541	2,354,562	2,355,624	2,355,700	2,355,860	2,360,743	2,363,737	2,368,002
2022-23	2,369,608	2,370,368	2,371,278	2,372,386	2,373,582	2,374,713	2,375,988	2,377,270	2,378,647	2,939,815	2,939,725	2,939,836
2023-24	2,939,846	2,939,857	2,939,868	2,998,421	2,998,425	2,998,430	3,032,534	3,032,534	3,082,432	3,095,090	3,099,063	3,143,342

Interest Earned													
Year	September	October	November	December	January	February	March	April	May	June	July	August	Total
2014-15	5	4	5	36	47	41	49	52	56	57	64	73	**489**
2015-16	84	99	109	190	273	287	334	250	203	210	220	223	**2,481**
2016-17	220	229	231	8,632	387	328	389	390	434	437	466	480	**12,623**
2017-18	9,516	444	370	408	439	371	460	490	525	13,610	470	479	**27,582**
2018-19	482	536	6,689	585	613	556	12,162	631	640	620	643	14,273	**38,430**
2019-20	765	3,439	415	13,301	408	9,502	1,108	114	69	5,977	53	45	**35,196**
2020-21	37	34	31	5,324	21	10	5	3	2	1,711	6	7	**7,191**
2021-22	8	10	11	11	10	21	1,062	76	160	4,883	2,994	4,265	**13,511**
2022-23	1,606	760	909	1,233	1,195	1,131	1,275	1,282	1,376	61,169	10	11	**71,957**
2023-24	10	11	11	58,553	4	4	34,104	0	49,897	12,658	3,973	44,279	**203,504**

Dickinson Independent School District
Investments by Government Pools
STUDENT ACTIVITY

Monthly Cash Balance By Government Pool												
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
Texas Range	158,256	158,256	158,256	158,256	158,256	158,256	158,256	158,256	158,256	165,221	165,981	166,743
Total	**158,256**	**158,256**	**158,256**	**158,256**	**158,256**	**158,256**	**158,256**	**158,256**	**158,256**	**165,221**	**165,981**	**166,743**
Net Change	5,780	0	0	0	0	0	0	0	0	6,965	760	762

Monthly Interest Earned by Government Pool													
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**Total**
Texas Range	5,780	0	0	0	0	0	0	0	0	6,965	760	762	**14,267**
Total	**5,780**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**6,965**	**760**	**762**	**14,267**

Investment Holdings						
Pool	**Settlement Day**	**Description**	**Maturity Date**	**Rate**	**Investment Amount**	**Estimated Value at Maturity**
Texas Range	9/29/23	TERM	6/24/24	5.8400%	158,255	165,048
Total					**158,255**	**165,048**

Dickinson Independent School District
Ten Year Balance History
STUDENT ACTIVITY

Cash Balance												
Year	September	October	November	December	January	February	March	April	May	June	July	August
2014-15	85,812	85,814	85,816	85,819	85,822	85,825	85,828	85,832	85,836	85,840	85,845	85,845
2015-16	85,850	85,857	85,871	85,884	85,904	85,925	85,948	85,972	85,997	86,023	86,050	86,077
2016-17	86,104	86,132	86,160	86,194	86,233	86,270	86,316	86,366	86,423	86,485	86,556	86,630
2017-18	86,702	86,778	86,853	86,940	87,036	87,125	87,238	87,357	87,485	87,615	87,756	87,899
2018-19	88,043	88,203	88,363	88,535	88,714	88,877	89,060	89,238	89,418	89,595	89,777	89,942
2019-20	90,102	90,248	90,373	90,497	90,620	90,734	90,812	90,846	90,866	90,882	90,899	90,912
2020-21	90,923	90,933	90,942	90,950	90,956	90,959	90,960	90,961	90,962	90,963	90,965	90,967
2021-22	90,969	90,971	90,974	90,977	90,980	90,984	90,996	91,019	91,067	91,142	91,260	91,428
2022-23	91,609	91,837	92,110	152,468	152,469	152,470	152,471	152,472	152,473	152,474	152,475	152,476
2023-24	158,256	158,256	158,256	158,256	158,256	158,256	158,256	158,256	158,256	165,221	165,981	166,743

Interest Earned													
Year	September	October	November	December	January	February	March	April	May	June	July	August	Total
2014-15	2	2	2	3	3	3	4	4	4	4	5	5	**41**
2015-16	6	7	8	14	20	21	24	24	25	26	27	27	**229**
2016-17	27	28	28	33	39	37	46	50	56	63	71	73	**551**
2017-18	72	76	75	87	96	90	112	119	127	130	141	143	**1,268**
2018-19	144	160	160	172	180	163	182	178	180	175	182	166	**2,042**
2019-20	160	146	124	125	122	115	77	34	21	16	16	14	**970**
2020-21	11	10	9	8	6	3	1	1	1	1	2	2	**55**
2021-22	2	3	3	3	3	4	12	23	48	75	118	168	**462**
2022-23	181	228	273	235	1	1	1	1	1	1	1	1	**925**
2023-24	5,780	0	0	0	0	0	0	0	0	6,965	760	762	**14,267**

Dickinson Independent School District
Investments by Government Pools
FOOD NUTRITION SERVICES

Monthly Cash Balance By Government Pool												
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
Texas Class	5,512,750	5,037,900	5,061,081	5,085,098	5,109,011	5,131,258	5,155,062	5,178,048	5,201,903	5,225,094	5,249,256	5,273,457
Total	**5,512,750**	**5,037,900**	**5,061,081**	**5,085,098**	**5,109,011**	**5,131,258**	**5,155,062**	**5,178,048**	**5,201,903**	**5,225,094**	**5,249,256**	**5,273,457**
Net Change	-972,254	-474,850	23,181	24,017	23,913	22,247	23,804	22,986	23,855	23,191	24,162	24,201

Monthly Interest Earned by Government Pool													
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**Total**
Texas Class	27,747	25,150	23,181	24,017	23,913	22,247	23,804	22,987	23,855	23,191	24,162	24,201	**288,455**
Total	**27,747**	**25,150**	**23,181**	**24,017**	**23,913**	**22,247**	**23,804**	**22,987**	**23,855**	**23,191**	**24,162**	**24,201**	**288,455**

Investment Holdings						
Pool	**Settlement Day**	**Description**	**Maturity Date**	**Rate**	**Investment Amount**	**Estimated Value at Maturity**
Total					**0**	**0**

Dickinson Independent School District
Ten Year Balance History
FOOD NUTRITION SERVICES

Cash Balance												
Year	September	October	November	December	January	February	March	April	May	June	July	August
2014-15	746,337	771,382	551,429	551,474	951,551	951,628	1,251,753	1,386,905	1,187,050	1,187,191	1,187,349	1,137,323
2015-16	1,137,705	1,142,884	1,043,098	3,843,851	3,845,221	845,547	1,346,003	1,196,575	1,197,176	325,776	325,952	326,145
2016-17	276,331	401,525	51,631	51,669	451,840	227,086	330,426	527,854	528,340	928,970	929,901	805,797
2017-18	496,433	396,891	747,489	748,379	749,366	750,297	751,412	1,278,277	1,080,225	1,082,143	1,084,194	1,036,252
2018-19	963,099	965,016	966,941	969,000	971,162	973,126	975,286	1,577,952	1,381,060	1,383,906	1,386,745	1,389,434
2019-20	1,041,607	1,043,455	1,045,118	1,247,057	1,249,021	1,250,775	1,252,330	1,253,459	1,254,263	1,254,590	1,055,276	855,525
2020-21	555,661	205,712	105,732	105,744	105,756	605,794	605,848	605,890	605,930	605,960	605,992	606,018
2021-22	606,040	606,063	606,089	606,125	2,106,256	2,106,454	2,106,966	3,607,992	3,610,484	3,612,151	3,618,956	3,625,998
2022-23	3,633,991	3,643,968	3,655,530	3,668,956	4,034,117	4,048,865	4,065,609	4,082,491	5,103,547	6,126,846	6,454,921	6,485,004
2023-24	5,512,750	5,037,900	5,061,081	5,085,098	5,109,011	5,131,258	5,155,062	5,178,048	5,201,903	5,225,094	5,249,256	5,273,457

Interest Earned													
Year	September	October	November	December	January	February	March	April	May	June	July	August	Total
2014-15	66	45	47	45	78	77	125	152	145	141	158	175	**1,254**
2015-16	182	180	213	753	1,370	325	457	571	601	483	177	193	**5,504**
2016-17	186	193	106	39	171	246	281	487	487	629	931	896	**4,652**
2017-18	635	458	598	891	987	930	1,115	1,865	1,948	1,917	2,051	2,058	**15,453**
2018-19	1,847	1,918	1,925	10,885	2,162	1,964	2,161	8,952	3,108	2,846	2,839	2,689	**43,296**
2019-20	2,172	1,848	1,663	1,939	1,964	1,754	5,273	1,129	804	607	406	248	**19,807**
2020-21	137	51	20	13	12	38	103	145	186	216	32	26	**979**
2021-22	22	22	27	36	131	199	511	1,027	2,492	3,437	5,035	8,576	**21,515**
2022-23	7,992	4,526	11,562	13,426	15,161	14,748	16,744	33,825	21,056	23,299	28,075	30,083	**220,497**
2023-24	27,747	25,150	23,181	24,017	23,913	22,247	23,804	22,987	23,855	23,191	24,162	24,201	**288,455**

Dickinson Independent School District
Investments by Government Pools
BOND - 2020

Monthly Cash Balance By Government Pool												
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
Texas Fit	19,142,679	15,850,044	13,864,497	12,187,439	12,250,324	6,171,579	6,292,341	4,532,602	4,153,572	1,818,867	1,550,967	2,872,325
Texas Range	0	0	0	0	0	0	0	0	0	0	0	0
Total	**19,142,679**	**15,850,044**	**13,864,497**	**12,187,439**	**12,250,324**	**6,171,579**	**6,292,341**	**4,532,602**	**4,153,572**	**1,818,867**	**1,550,967**	**2,872,325**
Net Change	-2,176,054	-3,292,635	-1,985,547	-1,677,058	62,885	-6,078,745	120,762	-1,759,739	-379,030	-2,334,705	-267,900	1,321,358

Monthly Interest Earned by Government Pool													
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**Total**
Texas Fit	92,978	79,029	68,722	63,248	57,730	72,028	29,529	20,463	20,446	13,273	7,793	8,588	**533,827**
Texas Range	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Total	**92,978**	**79,029**	**68,722**	**63,248**	**57,730**	**72,028**	**29,529**	**20,463**	**20,446**	**13,273**	**7,793**	**8,588**	**533,827**

Investment Holdings						
Pool	**Settlement Day**	**Description**	**Maturity Date**	**Rate**	**Investment Amount**	**Estimated Value at Maturity**
Total					**0**	**0**

Dickinson Independent School District
Ten Year Balance History
BOND - 2020

Cash Balance												
Year	September	October	November	December	January	February	March	April	May	June	July	August
2020-21	0	0	0	0	0	0	93,693,004	93,326,786	93,127,831	92,727,567	91,768,236	90,888,288
2021-22	90,102,507	89,956,233	89,538,966	89,021,958	88,953,225	81,107,922	79,506,746	77,285,578	74,527,123	70,347,134	70,166,299	63,340,222
2022-23	57,664,452	57,451,005	53,820,283	50,251,221	43,956,967	42,317,513	39,729,055	38,549,800	35,823,840	26,200,470	22,493,963	21,318,733
2023-24	19,142,679	15,850,044	13,864,497	12,187,439	12,250,324	6,171,579	6,292,341	4,532,602	4,153,572	1,818,867	1,550,967	2,872,325

Interest Earned													
Year	September	October	November	December	January	February	March	April	May	June	July	August	Total
2020-21	0	0	0	0	0	0	7,604	10,182	9,245	7,936	7,069	6,933	**48,969**
2021-22	5,619	5,286	5,438	8,118	11,367	10,001	15,340	21,744	39,625	53,794	86,731	122,588	**385,651**
2022-23	130,800	164,128	199,288	195,654	188,773	158,094	169,679	166,287	157,620	131,435	110,287	97,168	**1,869,213**
2023-24	92,978	79,029	68,722	63,248	57,730	72,028	29,529	20,463	20,446	13,273	7,793	8,588	**533,827**

* March 11, 2021 received $94,200,000 from bond sale

Dickinson Independent School District
Investments by Government Pools
BOND - 2023

Monthly Cash Balance By Government Pool												
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
Texas FIT	121,094,867	121,680,690	122,247,931	122,852,465	123,438,849	123,986,679	124,572,462	125,139,751	125,726,713	126,294,666	126,831,465	125,388,777
Total	**121,094,867**	**121,680,690**	**122,247,931**	**122,852,465**	**123,438,849**	**123,986,679**	**124,572,462**	**125,139,751**	**125,726,713**	**126,294,666**	**126,831,465**	**125,388,777**
Net Change	566,494	585,823	567,241	604,534	586,384	547,830	585,783	567,289	586,962	567,953	536,799	-1,442,688

Monthly Interest Earned by Government Pool													
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**Total**
Texas FIT	566,494	585,823	567,241	604,534	586,384	547,830	585,783	567,289	586,971	567,953	586,800	572,990	**6,926,092**
Total	**566,494**	**585,823**	**567,241**	**604,534**	**586,384**	**547,830**	**585,783**	**567,289**	**586,971**	**567,953**	**586,800**	**572,990**	6,926,092

Investment Holdings						
Pool	**Settlement Day**	**Description**	**Maturity Date**	**Rate**	**Investment Amount**	**Estimated Value at Maturity**
Texas FIT	8/4/23	TX Choice Pool	8/2/24	5.8049%	80,000,000	84,618,543
Total					**80,000,000**	**84,618,543**

Dickinson Independent School District
Ten Year Balance History
BOND - 2023

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2021-22												
2022-23	0	0	0	0	0	0	0	0	0	0	0	120,528,373
2023-24	121,094,867	121,680,690	122,247,931	122,852,465	123,438,849	123,986,679	124,572,462	125,139,751	125,726,713	126,294,666	126,831,465	125,388,777

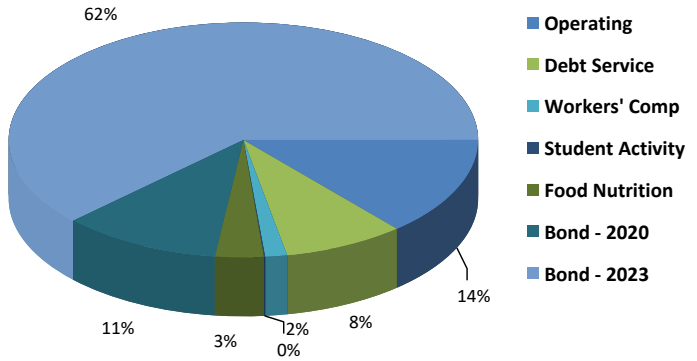
Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2021-22	0	0	0	0	0	0	0	0	0	0	0	0	**0**
2022-23	0	0	0	0	0	0	0	0	0	0	0	528,373	**528,373**
2023-24	566,494	585,823	567,241	604,534	586,384	547,830	585,783	567,289	586,971	567,953	586,800	572,990	**6,926,092**

* August 3, 2023 received $120,000,000 from bond sale

Dickinson Independent School District
Portfolio Investments by Fund/Cash Balance by Government Pools

Portfolio Investments By Fund for 5 Years							
Year	Operating	Debt Service	Workers' Comp	Student Activity	Food Nutrition	Bond - 2020	Bond - 2023
2018-2019	53,705,255	10,814,880	1,612,105	89,942	1,389,434	0	0
2019-2020	47,867,920	10,820,839	2,347,303	90,912	855,525	0	0
2020-2021	45,907,822	12,027,546	2,354,493	90,967	606,018	90,888,288	0
2021-2022	34,657,889	12,167,176	2,368,002	91,428	3,625,998	63,340,222	0
2022-2023	26,522,488	16,207,225	2,939,836	152,476	6,485,004	21,318,733	120,528,373

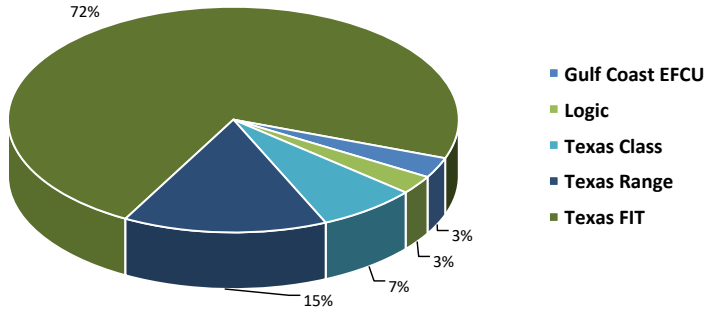
Portfolio Investments by Fund



Monthly Cash Balance by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Gulf Coast EFCU	5,324,321	5,387,690	5,403,510	5,460,498	5,460,498	5,460,498	5,483,143	5,532,564	5,532,564	5,532,564	5,604,143	5,604,143
Logic	4,877,077	4,900,035	4,922,426	4,945,592	4,968,733	4,990,372	5,013,570	5,036,046	5,059,232	5,081,724	5,105,043	5,128,359
Texas Class	10,386,893	7,941,547	8,978,394	11,545,495	26,149,721	15,607,472	15,659,843	14,586,452	13,650,385	13,711,241	15,035,150	6,767,812
Texas Range	28,651,748	28,816,505	29,042,164	29,129,016	29,323,975	29,408,075	29,477,788	29,556,836	31,893,652	22,195,283	22,211,726	19,338,309
Texas FIT	142,988,762	140,292,898	137,884,609	136,820,498	143,177,138	138,903,793	139,149,265	131,778,122	131,995,859	130,238,596	128,512,549	128,391,814
Total	**192,228,801**	**187,338,675**	**186,231,103**	**187,901,099**	**209,080,065**	**194,370,210**	**194,783,609**	**186,490,020**	**188,131,692**	**176,759,408**	**176,468,611**	**165,230,437**

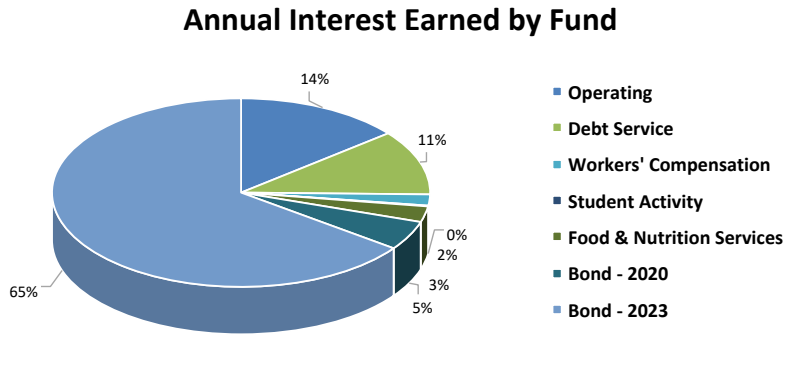
Current Monthly Investment Holdings by Government Pool			
Fund	Investment Amount	Estimated Value at Maturity	Estimated Interest Earned
Operating	5,403,509	5,684,713	281,204
Debt Service	6,742,682	6,873,739	131,057
Workers' Comp	0	0	0
Student Activity	158,255	165,048	6,793
Food Nutrition	0	0	0
Bond - 2020	0	0	0
Bond - 2023	80,000,000	84,618,543	4,618,543
Total	**92,304,446**	**97,342,043**	**5,037,597**

Annual Cash Balance by Government Pool

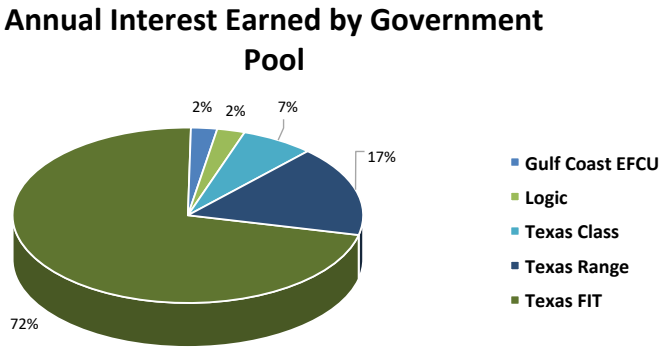


Dickinson Independent School District
Interest Earned by Fund/Interest Earned by Government Pool
Fiscal Year 2023-2024

Annual Interest Earned by Fund	
Fund	**Amount**
Operating	1,512,894
Debt Service	1,186,345
Workers' Compensation	203,504
Student Activity	14,267
Food & Nutrition Services	288,455
Bond - 2020	533,827
Bond - 2023	6,926,092
Total	**10,665,384**



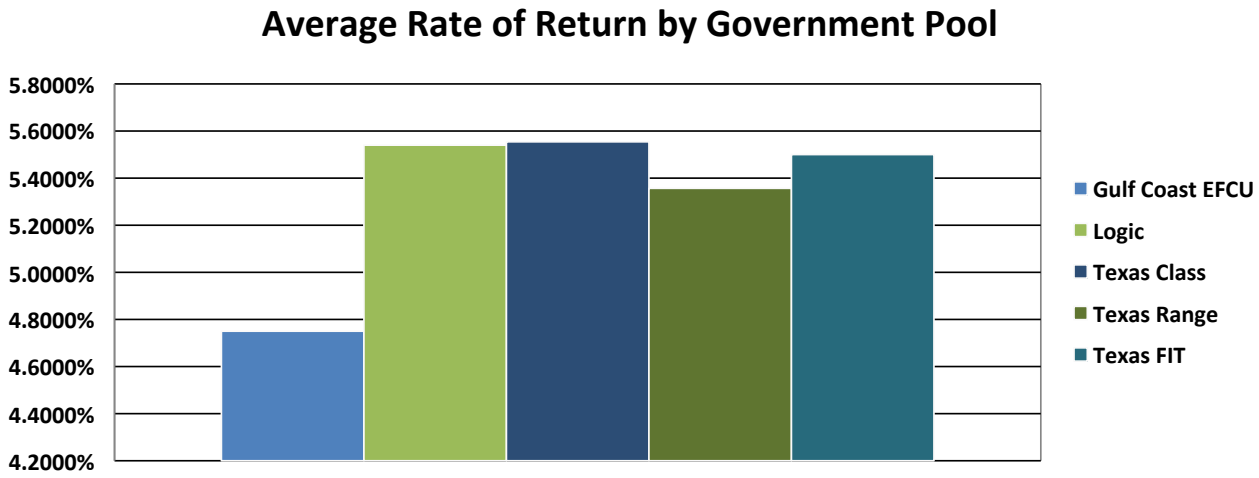
Monthly Interest Earned by Government Pool												
Pool	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
Gulf Coast EFCU	0	63,369	15,820	56,988	0	0	0	49,421	0	0	71,578	0
Logic	22,015	22,957	22,392	23,166	23,141	21,639	23,198	22,476	23,186	22,491	23,320	23,316
Texas Class	44,981	44,906	36,847	39,560	93,176	99,937	72,370	65,638	63,933	60,856	62,458	32,299
Texas Range	112,419	164,756	225,659	86,853	194,959	84,100	69,711	79,050	454,761	83,684	16,443	203,018
Texas FIT	664,285	677,419	645,981	676,194	671,485	657,429	654,239	609,057	617,222	590,715	596,338	582,173
Total	**843,700**	**973,407**	**946,699**	**882,761**	**982,761**	**863,105**	**819,518**	**825,642**	**1,159,102**	**757,746**	**770,137**	**840,806**



Dickinson Independent School District
Rate of Return by Fund/Rate of Return by Government Pool
Fiscal Year 2023-2024

Average Monthly Rate of Return by Fund		
Fund	**Amount**	**Yield Rate**
Operating	5.3401%	Variable
Debt Service	5.4554%	Variable
Workers' Compensation	5.3567%	Variable
Student Activity	5.3567%	Variable
Food & Nutrition Services	5.5541%	Variable
Bond - 2020	5.4283%	Variable
Bond - 2023	5.5000%	Variable

Average Monthly Rate of Return by Government Pool					
Month	**Gulf Coast EFCU**	**Logic**	**Texas Class**	**Texas Range**	**Texas FIT**
September	4.7500%	5.5168%	5.5213%	5.3500%	5.4300%
October	4.7500%	5.5432%	5.5550%	5.3500%	5.5100%
November	4.7500%	5.5598%	5.5859%	5.3700%	5.5600%
December	5.3000%	5.5411%	5.5744%	5.3800%	5.5900%
January	5.3000%	5.5102%	5.5403%	5.3600%	5.5600%
February	5.3000%	5.4812%	5.4842%	5.4700%	5.5100%
March	5.2000%	5.4733%	5.4652%	5.4600%	5.4800%
April	5.2000%	5.4544%	5.4286%	5.4400%	5.4700%
May	5.2000%	5.4208%	5.4273%	5.3000%	5.4700%
June	5.2000%	5.4105%	5.4278%	5.4300%	5.4900%
July	5.2000%	5.4031%	5.4477%	5.4400%	5.4300%
August	5.2000%	5.3775%	5.4314%	5.4200%	5.3800%
Average	**4.7500%**	**5.5399%**	**5.5541%**	**5.3567%**	**5.5000%**



DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Investment Strategy for 2023-2024 Fiscal Year

Agenda Item: Ryan Boone/Kelly Logsdon

Background Information:
Attached is the investment strategy for the fiscal year 2024-2025. The District's strategy is the same as the 2023-2024 fiscal year.

Recommendation:
The Superintendent, Deputy Superintendent for Business and Operations and Executive Director of Business Services recommend adoption of the investment strategy for the fiscal year 2024-2025 as presented.

Action Item: __X__ Yes _____ No

Motion made by _____seconded by_____vote_____

INVESTMENT STRATEGY FOR 2024-2025 FISCAL YEAR

All investments of the District will comply with the Public Funds Investment Act and all federal, state and local statutes, rules or regulations. Investments will be made in accordance with written policies approved by the Board. Funds will be invested with emphasis on safety, liquidity and diversity.

Unless advised by the District's financial advisor to invest in a higher yielding vehicle, the strategy for the 2024-2025 fiscal year will be to continue to invest funds in Texas Class, Logic, Texas Range, Gulf Coast Educators Credit Union, Texas FIT and government agency pools with positioning of funds based on yield and other services of the particular pool. Due to the declining yields in the investment pools, the District will review other investment vehicles, including money market funds, accounts offered by Texas First Bank taking into consideration the yield, safety and liquidity.

The portfolio of all pools is made up of repurchase agreements and government agencies. The liquidity is excellent with funds available on a daily basis. Each pool is an AAAm (highest rating available) rated money market fund.

Current and potential 2024-2025 funds will be deposited in an investment that will maximize yield and preserve safety of principal upon recommendation of the District's financial advisor.

The flexibility to diversify the District's portfolio between the public investment pools does remain, however, the strategy to invest in obligations of , or those guaranteed by governmental entities needs to remain a viable option.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Investment Policy-Board Policy CDA (LOCAL)

Agenda Item: Ryan Boone/Kelly Logsdon

Background Information:
Legal Policy CDA requires that investment policy CDA (LOCAL) be reviewed and revisions noted and approved by the Board on an annual basis. The policy as attached is the same policy earlier adopted by the Board. No changes are recommended at this time.

Recommendation:
The Superintendent, Deputy Superintendent for Business and Operations and Executive Director of Business Services recommend approval of the Investment Policy CDA (LOCAL).

Action Item: __x__ Yes _____ No

Motion made by _____seconded by_____vote_____

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

Approved Investment Instruments

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the

portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Liquidity and Maturity

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring Market Prices

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their

	primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification. The District shall monitor interest rate risk using weighted average maturity and specific identification.
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee

error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: October 7, 2024

Item Title: Consent Agenda Items

Agenda Item: Dr. Rebecca Brown, Superintendent

Background Information:
The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for September 12, 19, 26, and October 3, 2024
- Donation to DHS NAHS-Donor's Choose
- Donation to DHS PALS-Glover, Yingst, Hart
- Donation to DHS Special Programs-Donor's Choose
- Campus Fundraising Request-JSES 18+, MJHS Choir
- Approval of Proposals Received DISD Imaging Program #24-09-1173
- COM Collegiate High School 2023-2025 Agreement

Recommendation:
The Superintendent recommends the Board's ratification of the above consent items.

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