

Dickinson Independent School District

Dunbar Middle School

2019-2020 Schoolwide Plan



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 that results in student mastery for successful college and career readiness.

Performance Objective 1: During the 2019-2020 school year, all student groups: African-American, Economically Disadvantaged, EL, and Special Education students will improve by 5% in approaches, meets, and masters on all STAAR tests.

Evaluation Data Source(s) 1: STAAR scores


Summative Evaluation 1:

High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 1) ALL teachers will implement Literacy best practices through the implementation of AVID in all classrooms. | 2.4, 2.5, 2.6 | All Teachers Academic Coaches Administration | 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. | | | | |
| Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|---|--|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Math teachers will implement the district math curriculum with fidelity in all classes to ensure student mastery of the Math TEKS. | 2.4, 2.5, 2.6 | Math teachers. Other: Academic Coaches, Curriculum Specialist | Classroom walk-throughs and lesson plans will improve student performance in Math for all student groups on CAs, Benchmarks and STAAR | | | | |
| | | | | Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Teachers and support staff will provide small group and individualized instruction in core classes for all students who are not demonstrating mastery of concepts. | 2.6 | Instructional Staff | 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. | | | | |
| | | | | Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Students who do not meet standard on 5th grade STAAR Reading and/or Math after the 1st administration will be provided with research-based interventions during the school day. | 2.4, 2.5, 2.6 | ELA and Math Instructional Staff | Interventions will be provided to students who do not meet standard after 2nd and 3rd administration of STAAR Reading and/or Math. | | | | |
| | | | | Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | |
| Additional Targeted Support Strategy 5) We will provide Data PLC Meetings each grading period for core departments to conduct data analysis and instructional planning. | | Teachers, Academic Coaches, Campus Administrators | Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings. | | | | |
| | Problem Statements: Curriculum, Instruction, and Assessment 1 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---------------------|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support 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 and Fast Forward. | 2.4, 2.5, 2.6 | Instructional Staff | 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. | | | | |
| | | | | Problem Statements: Student Achievement 1 | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 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. | 2.4, 2.5, 2.6 | Instructional Staff | Weekly CTT, 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. | | | | |
| | | | | Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | |
| Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) DMS will purchase supplies for teachers to provide small group and individual instruction in core classes for students who are not demonstrating mastery of concepts. | 2.4, 2.5, 2.6 | Instructional Staff | 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. | | | | |
| | | | | Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 9) DMS will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum. | 2.5 | Principal | Increase in student participation and state results | | | | |
| <p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>10) Teachers will implement Literacy best practices with all core components, including Guided Reading and participate in training provided by the district ELA Curriculum Specialist.</p> | 2.4, 2.5, 2.6 | ELA Teachers | Lesson plans and documented walk-throughs. Documentation of attendance at training provided. Evidence of student STAAR or ELL progress measures and TELPAS progress. | | | | |
| Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | | | | | |
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Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The 126 EL students enrolled at Dunbar Middle School in 2018-2019 failed to meet the reclassification criteria based on STAAR and TELPAS results Root Cause 1: Teachers are not effectively engaging students in rigorous practice in all four of the language domains (listening, reading, writing, and speaking) during classroom instruction. |
| Student Achievement |
| Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. Root Cause 1: Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement. |

Curriculum, Instruction, and Assessment

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups **Root Cause 1:** First time instruction and the lack of response to intervention (RTI) structures failed to meet the needs of our students.

School Context and Organization

Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. **Root Cause 1:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.


Performance Objective 2: During the 2019-2020 school year English Learners will improve by 5% in approaches, meets, and masters on all STAAR tests.

Evaluation Data Source(s) 2: STAAR scores

Summative Evaluation 2:

High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|-----------------------------------|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Teachers will demonstrate consistent use of ELPS strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development. | 2.5, 2.6 | Principal and Assistant Principal | 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. | | | | |
| | | | | Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | |
| Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) Teachers will provide instruction using researched based supplemental materials, consistent use of word walls with pictures and other vocabulary strategies in all classrooms to support academic language development. | 2.4, 2.5, 2.6 | Classroom teachers | Word walls and other vocabulary strategies evidenced in walkthroughs and observations. | | | | |
| | | | | Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Teachers will continue to plan and implement both TEKS and language objectives with fidelity in all lessons, supported by professional development throughout the school year. | 2.4, 2.5, 2.6 | Instructional Staff | Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documentated walk-throughs. Improved CAs, MAP and STAAR results for all students and improved TELPAS results for ELL students. | | | | |
| Problem Statements: Demographics 1 - Student Achievement 1 | | | | | | | |
| Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Teachers will accelerate instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for EL students based on common assessments, CA's, and STAAR during the school day. | 2.5, 2.6 | Teachers, Instructional support staff | Evidence of student growth on common assessments and STAAR | | | | |
| Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | | | | | |
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Performance Objective 2 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The 126 EL students enrolled at Dunbar Middle School in 2018-2019 failed to meet the reclassification criteria based on STAAR and TELPAS results Root Cause 1: Teachers are not effectively engaging students in rigorous practice in all four of the language domains (listening, reading, writing, and speaking) during classroom instruction. |
| Student Achievement |
| Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. Root Cause 1: Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement. |

Curriculum, Instruction, and Assessment

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups **Root Cause 1:** First time instruction and the lack of response to intervention (RTI) structures failed to meet the needs of our students.

School Context and Organization

Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. **Root Cause 1:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: During the 2019-2020 school year, Special Education students will improve by 5% in approaches, meets, and masters on all STAAR tests.

Evaluation Data Source(s) 3: STAAR Scores

Summative Evaluation 3:

High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will demonstrate consistent use of word walls with pictures and other vocabulary strategies in instruction to support academic language development.</p> | 2.5, 2.6 | Campus Administrators | Documented walk-through data STAAR results for the economically disadvantaged student group. | | | | |
| Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 | | | | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will accelerate instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for students based on common assessments, CA's, and STAAR during the school day.</p> | 2.5, 2.6 | Teachers, Instructional Support Staff | Evidence of student growth on common assessments and STAAR. | | | | |
| Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Instructional Support staff will provide student intervention by offering mini-lessons, small groups and Fast Forward to students not meeting standard on CAs. | 2.4, 2.5, 2.6 | Teachers, Instructional Support Staff | Evidence of student growth on CA. | | | | |
| | Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 | | | | | | |
| Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools Recruit, support, retain teachers and principals 4) TIDES and SAILS teachers will attend Life Skills Institute to learn key elements necessary for setting up and maintaining a life skills classroom to promote STAAR Alt. Objectives. | 2.4, 2.5, 2.6 | TIDES and SAILS teachers | 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. | | | | |
| | Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | | | | |
| Comprehensive Support Strategy Targeted Support 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. | 2.6 | Campus dyslexia teacher | Reading level data (MAP, DRA). Student CA and STAAR results. | | | | |
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Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The 126 EL students enrolled at Dunbar Middle School in 2018-2019 failed to meet the reclassification criteria based on STAAR and TELPAS results Root Cause 1: Teachers are not effectively engaging students in rigorous practice in all four of the language domains (listening, reading, writing, and speaking) during classroom instruction. |

Student Achievement

Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. **Root Cause 1:** Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement.

Curriculum, Instruction, and Assessment

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups **Root Cause 1:** First time instruction and the lack of response to intervention (RTI) structures failed to meet the needs of our students.

School Context and Organization

Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. **Root Cause 1:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.


Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: During the 2019-20 school year, 100% of new teachers to the campus will be assigned to a mentor teacher in order to provide support and assistance with campus procedures and expectations.

Evaluation Data Source(s) 1: 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".

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures | | Teachers | Retention rate of new staff | | | | |
| Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1 | | | | | | | |
| TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 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. | | Principal and Assistant Principal | Meeting minutes. Retention of effective teachers. | | | | |
| Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1 | | | | | | | |
| TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 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. | | Campus Administrators and Director of Teacher Development and Professional Learning | Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. | | | | |
| Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 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 meet DMS's current 100% highly qualified status. | | Executive Director of Human Resources, Campus Principal | Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. | | | | |
| | Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 | | | | | | |
| 5) Academic Coaches and Instructional Support will hold Special Education and ESL certification. | | Campus Principal | Evidence of attendance at certification training. SBEC records reflect certification. | | | | |
| | Problem Statements: Demographics 1 | | | | | | |
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Performance Objective 1 Problem Statements:


| Demographics |
|---|
| Problem Statement 1: The 126 EL students enrolled at Dunbar Middle School in 2018-2019 failed to meet the reclassification criteria based on STAAR and TELPAS results Root Cause 1: Teachers are not effectively engaging students in rigorous practice in all four of the language domains (listening, reading, writing, and speaking) during classroom instruction. |
| Staff Quality, Recruitment, and Retention |
| Problem Statement 1: Our data shows the DMS staff retention rate has decreased over time Root Cause 1: Support structures failed to meet the needs of staff. |
| Curriculum, Instruction, and Assessment |
| Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups Root Cause 1: First time instruction and the lack of response to intervention (RTI) structures failed to meet the needs of our students. |
| School Context and Organization |
| Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. Root Cause 1: The master schedule did not allow for sufficient time and staffing to provide effective response to intervention. |

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 2: During the 2019-2020 school year, the number of teachers who are GT and ESL certified will increase by 10%

Evaluation Data Source(s) 2: Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|----------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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. | 2.4, 2.5, 2.6 | Teachers | Number of teachers who meet the qualifications for GT certification. | | | | |
| Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 | | | | | | | |
| Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Teachers who work with EL students will attend training to take the state's test for a certification in ESL. | 2.4, 2.5, 2.6 | Teacher | Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. | | | | |
| Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 | | | | | | | |
|  | | | | | | | |

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The 126 EL students enrolled at Dunbar Middle School in 2018-2019 failed to meet the reclassification criteria based on STAAR and TELPAS results **Root Cause 1:** Teachers are not effectively engaging students in rigorous practice in all four of the language domains (listening, reading, writing, and speaking) during classroom instruction.

Student Achievement

Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. **Root Cause 1:** Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Our data shows the DMS staff retention rate has decreased over time **Root Cause 1:** Support structures failed to meet the needs of staff.

Curriculum, Instruction, and Assessment





Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups **Root Cause 1:** First time instruction and the lack of response to intervention (RTI) structures failed to meet the needs of our students.

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 3: The instructional leadership team will provide monthly professional development on the Big 3 instructional strategies of 7-Steps, Lead4ward, and WICOR and participation will be documented on sign-in sheets

Evaluation Data Source(s) 3: Sign-In Sheets and Training Agendas

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Build a foundation of reading and math 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. | 2.4, 2.5, 2.6 | Campus instructional and support staff | Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. | | | | |
| | | | | Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | |
| Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus. | 2.4, 2.5, 2.6 | Principal and Assistant Principal | Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. | | | | |
| | | | | Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | | |

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: The 126 EL students enrolled at Dunbar Middle School in 2018-2019 failed to meet the reclassification criteria based on STAAR and TELPAS results **Root Cause 1:** Teachers are not effectively engaging students in rigorous practice in all four of the language domains (listening, reading, writing, and speaking) during classroom instruction.

Student Achievement

Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. **Root Cause 1:** Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Our data shows the DMS staff retention rate has decreased over time **Root Cause 1:** Support structures failed to meet the needs of staff.

Curriculum, Instruction, and Assessment

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups **Root Cause 1:** First time instruction and the lack of response to intervention (RTI) structures failed to meet the needs of our students.

School Context and Organization

Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. **Root Cause 1:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.


Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Throughout the 2019-20 school year the campus leadership team will collaborate with the campus and the district attendance officers to improve attendance rates to reach 97% daily.

Evaluation Data Source(s) 1: Student attendance reports will indicate students have a 97% attendance rate.

Summative Evaluation 1:

High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal. | | Counselor | Records of students who met the goal, lists of incentives and rewards. | | | | |
| Problem Statements: Student Achievement 1 - School Culture and Climate 1 - School Context and Organization 1 | | | | | | | |
| 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 | | Homeless Liaison | Attendance records, campus counselor/social worker records, transportation logs. | | | | |
| Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 | | | | | | | |
| Funding Sources: 211-Title IA - 0.00 | | | | | | | |
| 3) Foster care students will be provided with transportation to their school of origin. | | Counselor | Attendance records, campus counselor/social worker records, transportation logs. | | | | |
| Problem Statements: School Culture and Climate 1 | | | | | | | |
|  | | | | | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. Root Cause 1: Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement. |

School Culture and Climate

Problem Statement 1: : Our data shows that the DMS attendance rate has decreased from ____ to __ - over the last three years. **Root Cause 1:** The campus has had cultural, systemic, and staff retention issues.

Parent and Community Engagement

Problem Statement 1: DMS is in need of parental support on our campus and in our community **Root Cause 1:** DMS has failed to provide structured opportunities for parents to engage in/support the campus.

School Context and Organization

Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. **Root Cause 1:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.





Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 2: Throughout the 2019-20 school year, teachers and staff will provide instruction in areas such as bully prevention, restorative practices, conflict resolution, and drug and violence prevention during the school day.

Evaluation Data Source(s) 2: Evidence of training held

Summative Evaluation 2:

High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-----------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Led by the counselor, lessons in homeroom and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, BACODA resources etc | | Counselor | Increase in students solving their own problems and correctly identifying conflict versus bullying. | | | | |
| Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 | | | | | | | |
| 2) Campus will participate in Red Ribbon Week. | | Counselor | Schedule of events | | | | |
| Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1 | | | | | | | |
| 3) Campus families/teams will develop a consistent set of expectations, rules and consequences through restorative practices. | | Campus Administrators | Decrease in referrals | | | | |
| Problem Statements: School Context and Organization 1 | | | | | | | |
| 4) Campus will monitor placement of students in ISS/OSS for over-representation of student groups. | | Administration | Skyward ISS/OSS data collected every three months. | | | | |
| Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 | | | | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |

Performance Objective 2 Problem Statements:

| School Culture and Climate |
|--|
| Problem Statement 1: : Our data shows that the DMS attendance rate has decreased from ____ to __ - over the last three years. Root Cause 1: The campus has had cultural, systemic, and staff retention issues. |

Parent and Community Engagement

Problem Statement 1: DMS is in need of parental support on our campus and in our community **Root Cause 1:** DMS has failed to provide structured opportunities for parents to engage in/support the campus.

School Context and Organization

Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. **Root Cause 1:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 3: Throughout the 2019-2020 school year, DMS will provide a safe and healthy learning and working environment for students, employees, and parents in accordance with the guidelines set forth by the Safety Response Protocol (SRP).

Evaluation Data Source(s) 3: Drill log sheets

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|-----------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Campus will participate in monthly drills aligned to SRP (Safety Response Protocol). | | Campus Administrators | Safe and orderly drills within expected time frame. | | | | |
| Problem Statements: School Context and Organization 1 | | | | | | | |
| | | | | | | | |

Performance Objective 3 Problem Statements:


| School Context and Organization |
|---|
| Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. Root Cause 1: The master schedule did not allow for sufficient time and staffing to provide effective response to intervention. |

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 4: Throughout the 2019-20 school year, all DMS students will participate in the school health program and show individual growth on Fitness Gram.

Evaluation Data Source(s) 4: Evidence of improved student physical fitness through Fitness Gram (K-5) (6-8) conducted in Spring 2020.

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|----------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) All 5th and 6th grade students will participate in a physical education class every other day | | Staff | Documentation of students schedules. | | | | |
| Problem Statements: School Context and Organization 1 | | | | | | | |
| 2) 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. | | Administrators | PE, lesson plans and documented walk-through, observations. | | | | |
| Problem Statements: School Culture and Climate 1 | | | | | | | |
|  | | | | | | | |

Performance Objective 4 Problem Statements:

| School Culture and Climate |
|---|
| Problem Statement 1: : Our data shows that the DMS attendance rate has decreased from ___ to ___ - over the last three years. Root Cause 1: The campus has had cultural, systemic, and staff retention issues. |
| School Context and Organization |
| Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. Root Cause 1: The master schedule did not allow for sufficient time and staffing to provide effective response to intervention. |

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: During the 2019-2020 school year, collaboration with the Campus Improvement Committee will include financial transparency by following all state, federal, and local funding policies quarterly in compliance with measures set forth by the DISD Director of Federal Programs.

Evaluation Data Source(s) 1: All financial policies and practices will be followed for funding sources.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|----------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Principal and secretary will work with the district business office to ensure all monies are appropriately spent. | | Principal, Secretary | Financial records | | | | |
| Problem Statements: Student Achievement 1 - School Context and Organization 1 | | | | | | | |
| | | | | | | | |

Performance Objective 1 Problem Statements:


| Student Achievement |
|---|
| Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. Root Cause 1: Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement. |
| School Context and Organization |
| Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. Root Cause 1: The master schedule did not allow for sufficient time and staffing to provide effective response to intervention. |

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: Throughout the 2019-2020 school year, the upkeep and management of our building will include efforts of all campus personnel, custodial staff, district operations, and facilities, by adhering to district shut down procedures and making poster reminders visible for restrooms, teacher lounges, kitchens, workrooms, cafeteria, clinic, hallways, and independent teacher classrooms.

Evaluation Data Source(s) 2: The DMS Campus will continue to be in good condition.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-----------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Staff will report any maintenance items to front office personnel as they occur. | | Principal Secretary | Work orders entered and completed. | | | | |
| Problem Statements: School Culture and Climate 1 | | | | | | | |
| 2) Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. | | Campus Administrators | Work orders entered and completed. | | | | |
| Problem Statements: School Context and Organization 1 | | | | | | | |
| 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. | | Campus Principal | Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. | | | | |
| Problem Statements: Student Achievement 1 | | | | | | | |
|  | | | | | | | |

Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. Root Cause 1: Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement. |

School Culture and Climate

Problem Statement 1: : Our data shows that the DMS attendance rate has decreased from ____ to __ - over the last three years. **Root Cause 1:** The campus has had cultural, systemic, and staff retention issues.

School Context and Organization

Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. **Root Cause 1:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.

Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.





Performance Objective 1: During the 2019-20 school year, DMS will increase parental involvement by providing structured opportunities for parental involvement monthly to support student learning.

Evaluation Data Source(s) 1: Sign-in sheets will be used to document attendance

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|-----------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities Improve low-performing schools 1) Campus provides interpreters for 2nd language families at ARDs and LPAC meetings, and at campus events and meetings. | 3.2 | Campus Administrators | 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. | | | | |
| | Problem Statements: Demographics 1 - School Culture and Climate 1 - Parent and Community Engagement 1 | | | | | | |
| TEA Priorities Improve low-performing schools 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. | 3.1, 3.2 | Principal | Increase in Parent Engagement | | | | |
| | Problem Statements: Parent and Community Engagement 1 | | | | | | |
| 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. | 3.1, 3.2 | Principal | Increase in Parent Engagement | | | | |
| | Problem Statements: School Culture and Climate 1 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|-----------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities Improve low-performing schools 4) DMS will offer a variety of Parent and Family Engagement meetings during the school year in order to strengthen involvement between home and school. | 3.1, 3.2 | All Staff | Increase in Parent Engagement | | | | |
| | Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 | | | | | | |
| TEA Priorities Improve low-performing schools 5) 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. | 3.1, 3.2 | Teachers | Sign-in sheets from meetings. Documented phone calls from teachers/administrators. | | | | |
| | Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 | | | | | | |
| 6) 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. | 3.1, 3.2 | Counselor | 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 | | | | |
| | Problem Statements: Parent and Community Engagement 1 | | | | | | |
| 7) 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. | 2.4, 2.5, 2.6, 3.1, 3.2 | Principal and teachers | 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. | | | | |
| | Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - School Context and Organization 1 | | | | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 8) 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. | 3.1, 3.2 | Counselor, Academic Coaches | Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend. | | | | |
| | Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities Improve low-performing schools 9) DMS, partnering with Communities in Schools and BACODA, will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school. | 3.1, 3.2 | Principal, Assistant Principal and Counselor | Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students | | | | |
| Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 | | | | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |

Performance Objective 1 Problem Statements:

| |
|---|
| Demographics |
| Problem Statement 1: The 126 EL students enrolled at Dunbar Middle School in 2018-2019 failed to meet the reclassification criteria based on STAAR and TELPAS results Root Cause 1: Teachers are not effectively engaging students in rigorous practice in all four of the language domains (listening, reading, writing, and speaking) during classroom instruction. |
| Student Achievement |
| Problem Statement 1: Based on the following STAAR tests in 2018-2019: 5th grade Science, 5th and 6th grade Math, and 6th grade Reading, students are performing at a rate lower than district and state averages. Root Cause 1: Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement. |
| School Culture and Climate |
| Problem Statement 1: : Our data shows that the DMS attendance rate has decreased from ___ to ___ - over the last three years. Root Cause 1: The campus has had cultural, systemic, and staff retention issues. |
| Curriculum, Instruction, and Assessment |
| Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups Root Cause 1: First time instruction and the lack of response to intervention (RTI) structures failed to meet the needs of our students. |
| Parent and Community Engagement |
| Problem Statement 1: DMS is in need of parental support on our campus and in our community Root Cause 1: DMS has failed to provide structured opportunities for parents to engage in/support the campus. |

School Context and Organization

Problem Statement 1: DMS does not have structures in place, in which shared leadership have opportunities to collaborate in develop systems for response to intervention (RTI), develop parental engagement programs, and improve campus policies and procedures. **Root Cause 1:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.

2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|----------------------------|--------------------|----------------------|
| Parent | Elizabeth Giles | Parent |
| Administrator | Nancy Flores | Principal |
| Administrator | Tabor Jones | Assistant Principal |
| Classroom Teacher | Alberto Lujan | Teacher |
| Classroom Teacher | Hannah Nelson | Teacher |
| Classroom Teacher | Elizabeth Burk | Teacher |
| Classroom Teacher | Stephen Phillip | Teacher |
| Classroom Teacher | Mary Paul | IC/Teacher |
| Classroom Teacher | Joey Molina | IC/Teacher |
| Classroom Teacher | Tiffany Robinson | IC/Teacher |
| Classroom Teacher | Chevelle Gillespie | IC/Teacher |
| Classroom Teacher | Khrystian Allen | IC/Teacher |
| Non-classroom Professional | Marcy Chambers | School Counselor |
| Parent | Stacy Henderson | Parent |
| Business Representative | Stacie Roberts | Business Partner |
| Business Representative | Toy Jones | Business Partner |
| Community Representative | David Reyes | Community Rep/Parent |
| Parent | Elizabeth Giles | Parent |