

Dickinson Independent School District

San Leon Elementary School

2019-2020 Schoolwide Plan



Mission Statement

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

Vision

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

Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

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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Goals

Revised/Approved: August 21, 2019

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

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, students and groups will show an increase in scores in math, reading and writing.





Evaluation Data Source(s) 1: DRA, MAP, CBAs, Classroom Observations, STAAR results, PBMAS results, State and Federal System Safeguards

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Continue to provide supplemental Instructional Specialists and paraprofessional support to assist at-risk students. Academic Coaches will - plan, model, observe and evaluate lessons for students at-risk as well as provide interventions for at-risk students.		Teachers Instructional Specialists	Documentation of academic coach data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices. STAAR scores of at-risk students .				
Problem Statements: Student Achievement 4 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00, 199-SCE - 0.00, Special Programs - 0.00, 263-Title IIIA - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Faculty, Staff, Counselor, and Administrators will continue to be trained in research based best practices and to improve student success in all academic subjects.		Principal Instructional Specialists Classroom Teachers Assistant Principal Counselor	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.				
	Problem Statements: Student Achievement 4 Funding Sources: 211-Title IA - 0.00, Outside Agency - 0.00, Special Programs - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Teachers will analyze and use student data to focus instruction. Instructional Specialists will assist teachers through weekly PLC meetings and Quarterly Power PLC meetings using Lead4Ward resources.		Classroom Teachers Instructional Specialists	Benchmark data conferences. AWARE data. STAAR results.				
	Problem Statements: Student Achievement 4 Funding Sources: No Funding Required - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom.		Team Leaders/Dept. Chair Principal Asst. Principal	Weekly academic coach meetings documented. Principal documentation of ongoing plan will be shared with teachers and updated during campus staff development and faculty meetings. We will continue to train all new staff as they are hired.				
	Problem Statements: Student Achievement 4 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, Special Programs - 0.00, Outside Agency - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 5) Teachers will actively participate in PLC meetings that are focused on instruction, planning, professional development and student improvement.		Instructional Specialists Classroom Teachers	Schedule of PLC meetings, agendas, and sign in sheets. Lesson Plans are collaborative and aligned with TEKS and aligned with Common Assessments and CBAs.				
	Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: No Funding Required - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 6) Instructional staff will attend Reading, Math, Science, and Social Studies Focus trainings that model research based best practices in those content areas. Some training may require travel.		Instructional Specialists Classroom Teachers	Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3 Funding Sources: 211-Title IA - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 7) Teachers will receive sustained support for trainings in the classroom with modeled practices being demonstrated for the teacher by outside experts and consultants in the field.		Teachers Instructional Specialists Principal	Documented visits/time-sheets collected. Observation of practices occurring in the classroom. Improve scores on all tests.				
Comprehensive Support Strategy Additional Targeted Support Strategy 8) Teachers will receive professional development materials that support ongoing trainings. i.e., book studies, teacher resources to improve students academic success.		Teachers Instructional Specialists	Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders				
Comprehensive Support Strategy Additional Targeted Support Strategy 9) Teachers will construct lesson plans and classroom instruction reflecting the most up to date district curriculum/Placemats at the correct level of rigor		Classroom Teachers	Students are able to communicate what they are learning using the noun, verb, and context in the student expectation				
Comprehensive Support Strategy Additional Targeted Support Strategy 10) Instructional Specialists will model rigorous lessons through peer observations and roll out feedback through reflective conversations.		Teachers	Systematic plan for documented peer observations, reviewed by teams and campus administration				
Comprehensive Support Strategy Additional Targeted Support Strategy 11) Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards.		Teachers	Eduphoria AWARE data, lesson plans, peer conference logs, reflection rubrics, summative STAAR data				
Comprehensive Support Strategy Additional Targeted Support Strategy 12) Collaborative teaching & coaching in which teachers model and share ideas will provide active feedback for quality instruction and assessments..		Teachers	Instructional strategies observed in classroom walk thrus, walk thru data sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) SLES will promote well-rounded educational opportunities by providing ALL students (including At-Risk, GT, SpEd, EL) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.	2.5	Principal	Increase in state test scores and enrich students.				
14) We will purchase and utilize additional technology in the classroom to integrate technology into the curriculum.		Teacher Principal	Effective use of technology integrated into lessons. Increased number of students with access to online reading and math instructional programs.				
15) Promote higher level education by incorporating conversations during designated AVID focused instruction, promotion of wearing college shirts, AVID bulletin boards, and by using the AVID instructional strategies and principles.		Administrators Teachers	Increase in college and career awareness and improved organizational skills.				
Problem Statements: Student Achievement 2, 3, 4							
16) Provide professional development in UDI/SDI to assist teachers and instructional specialists in differentiating instruction.		Principal Instructional Specialists Teachers	Increase students' access to the curriculum.				
17) MAP testing three times a year to assess students in reading and math.		Teachers Instructional Specialists Principal Asst. Principal	Documented student growth.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: Teachers need to focus on good first teaching and follow the curriculum guidelines consistently.

Problem Statement 2: EL students are reading below grade level in English from 1st to 4th grades.

Problem Statement 3: EL and Special Education students need to increase their achievement in math, reading, and writing on state standards.

Staff Quality, Recruitment, and Retention

Problem Statement 4: Academic Coaches continue to be a need on campus but they need guidance on how to be effective with students and mentoring teachers.

Problem Statement 2: All teachers will work together to find time to observe each other in order to provide ongoing professional learning.

Curriculum, Instruction, and Assessment

Problem Statement 3: Instruction needs to be aligned with individual student needs.

Problem Statement 2: Students need first instruction aligned to standards using planning guide.

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

Performance Objective 2: All students will make at least 1 year's growth in reading as well as improve their meets/exceeds performance on the standards set for Reading STAAR.





Evaluation Data Source(s) 2: DRA, MAP, CBAs, Lesson Plans, and STAAR assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Teachers will follow the district literacy plan in order to provide balanced literacy instruction in the classroom through the use of Level Literacy materials and attend professional development designed to increase student reading comprehension and fluency.		Instructional Specialists Teachers	DRA MAP STAAR TELPAS				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3 Funding Sources: 211-Title IA - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Provide Instructional Specialists and Academic Coach aides to deliver Leveled Literacy Intervention instruction 5 days a week, 30 minute session per child identified as reading 2 years below current grade level.		Principal	DRA MAP Running Records				
	Problem Statements: Staff Quality, Recruitment, and Retention 4 Funding Sources: 211-Title IA - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 3) New teachers and teachers new to the district will attend targeted after school professional development for Pre-K through 4th grade Balanced Literacy implementation with ELA Curriculum Specialist.		Teachers	DRA CBAs MAP STAAR Running Records Guided Reading Groups Teacher Sign In sheets				
	Funding Sources: Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve student state and federal scores in: Writing Comprehension Phonics Guiding Reading and Writing.		Teachers	Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBAs, benchmarks and STAAR.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 5) Instructional Specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.		Academic Coaches	Small group instruction, classroom environment, student progress				
Comprehensive Support Strategy Additional Targeted Support Strategy 6) Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas.		Teachers	Evidence of student growth on common assessments, CBAs, TELPAS and STAAR.				
Comprehensive Support Strategy Additional Targeted Support Strategy 7) Teachers will work with outside highly qualified consultants to implement an effective balanced literacy program.		Teachers Principal	DRA levels increase MAP reading levels increase STAAR Reading scores increase				
	Funding Sources: 211-Title IA - 0.00						
Comprehensive Support Strategy 8) Teachers will be given opportunities to attend research based training supporting our reading programs. Some training will require travel.		Teachers	DRA levels increase STAR reading levels increase STAAR math and reading scores increase				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literacy Elements (C) Strand 6: Author's Purpose and Craft (B) Strand 7: Writing Process (Di)		CLT Team Principal Teachers	Teachers will remain current on the district's expectations. Students will continue to show growth.				
10) GT enrichment will be provided to identified students throughout the instructional day.		GT Teachers Principal Asst. Principal GT Coordinator	Rigor will be increased for identified students. Hands on opportunities and field experiences will be provided.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 2 Problem Statements:


Student Achievement
Problem Statement 1: STAAR data needs to continue to improve due to the significant drop at the end of 2017 and 2018 in fourth grade.
Staff Quality, Recruitment, and Retention
Problem Statement 4: Academic Coaches continue to be a need on campus but they need guidance on how to be effective with students and mentoring teachers.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students need first instruction aligned to standards using planning guide.
Problem Statement 3: Instruction needs to be aligned with individual student needs.

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

Performance Objective 3: All students will improve their meets/exceeds performance on the standards set for Math STAAR.

Evaluation Data Source(s) 3: CBAs, MAP, Classroom Observations, STAAR and MAP Math assessments, state and federal system safeguards met, improved PBMAS results for ELL and SPED.

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 1) Teachers will implement both whole and small group math instruction.		Instructional Specialists Teachers	CBAs, MAP, STAAR Classroom environment				
	Problem Statements: Curriculum, Instruction, and Assessment 3						
2) Instructional Specialists will model and coach teachers as needed with the implementation of math TEKS		Teachers	Classroom environment, student progress, STAR Math and STAAR Assessment results				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: No Funding Required - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Continue to increase students access to use Lone Star Problem Solving and Countdown to STAAR in order to provide teachers with a resource that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS.		Principal Instructional Specialists Classroom Teachers	STAAR test results, CBA and benchmark data.				
	Problem Statements: Student Achievement 1 Funding Sources: 199-SCE - 0.00, 211-Title IA - 0.00						
4) Teachers will be given opportunities to attend research based training supporting our math curriculum and instruction.		Principal Teachers	Quality of planning and instruction will increase. Assessment scores will improve.				
							

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: STAAR data needs to continue to improve due to the significant drop at the end of 2017 and 2018 in fourth grade.

Curriculum, Instruction, and Assessment

Problem Statement 3: Instruction needs to be aligned with individual student needs.

Problem Statement 2: Students need first instruction aligned to standards using planning guide.

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

Performance Objective 4: All student groups will improve their meets/masters standards set for Writing STAAR.

Evaluation Data Source(s) 4: STAAR Results, TELPAS Composite, PBMAS results, System Safeguards

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Teachers will review their students' TELPAS proficiency levels from previous year in Writing and monitor ELL progress throughout the year in Writing.		Teachers	Evidence of student growth on common assessments, CBAs, TELPAS and STAAR.				
Problem Statements: Demographics 1 - Student Achievement 2, 3							
Additional Targeted Support Strategy 2) Lesson plans and classroom instruction reflect the most up to date district curriculum/Placemats at the correct level of rigor in Writing.		Teachers	Students are able to communicate what they are learning using the noun, verb, and context in the student expectation				
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Instructional Specialists will model and coach teachers as needed with the implementation writers workshop.		Teachers	Small group instruction, classroom environment, student progress				
Additional Targeted Support Strategy 4) Students will create Writing Portfolio's to document growth in writing.		Teachers	Writing Folders CBA STAAR Writing				
Additional Targeted Support Strategy 5) Teachers will work with highly qualified consultants/teachers to help them in perfecting the teaching of the writing craft, as well as revising and editing and focus on writing calibration and portfolios.		Teachers	Improvement on STAAR Writing tests, CBAs, and benchmarks.				
6) Teachers will be given opportunities to attend research based training supporting writing programs.		Teacher	Improvement on STAAR Writing Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) K-4 Teachers will be trained in and use Lucy Calkins Units of Study to supplement the HMH curriculum in writing.		Teachers	Increase in STAAR writing scores.				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: ELs are the lowest performing group on STAAR.
Student Achievement
Problem Statement 2: EL students are reading below grade level in English from 1st to 4th grades.
Problem Statement 3: EL and Special Education students need to increase their achievement in math, reading, and writing on state standards.

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

Performance Objective 5: Use data to target the specific needs of each ELL student and help them advance their English language acquisition so that each ELL student advances at least one TELPAS level each year and meets minimum STAAR standards.

Evaluation Data Source(s) 5: TELPAS
STAAR

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) All EL teachers will implement the strategies learned in research based training for working with English language learners.		Teachers	TELPAS STAAR Woodcock Munoz Lesson plans				
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3						
Comprehensive Support Strategy Additional Targeted Support Strategy 2) All teachers of ELL students will work to increase student language mastery and academic vocabulary acquisition through sheltered instruction techniques and dual language.		Teachers	TELPAS STAAR Woodcock Munoz Lesson plans with ELPS				
	Problem Statements: Student Achievement 2, 3						
Additional Targeted Support Strategy 3) Purchase additional technology for classroom use and monitor student programs.		Principal	TELPAS STAAR Math and Reading Integration of technology used in the classroom				
	Problem Statements: Technology 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
Comprehensive Support Strategy 4) Evidence of ELPS implementation will be in lesson plans, in room, and demonstrated daily.		Teacher	Increase in TELPAS, STAAR ELL results, PBMAS				
	Problem Statements: Student Achievement 3						
5) ESL, M1, M2, and parent denial students will be monitored for academic progress.		Teachers	TELPAS STAAR CBA LiAG				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Implement dual language in PK and K. Training, curriculum, and supplies will be provided to teachers and students to support learning in English and Spanish.		Teachers	Students will increase language skills in English and Spanish.				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: ELs are the lowest performing group on STAAR.
Student Achievement
Problem Statement 1: STAAR data needs to continue to improve due to the significant drop at the end of 2017 and 2018 in fourth grade.
Problem Statement 2: EL students are reading below grade level in English from 1st to 4th grades.
Problem Statement 3: EL and Special Education students need to increase their achievement in math, reading, and writing on state standards.
Technology
Problem Statement 1: Difficulty scheduling student computer access to supplemental reading and math online programs so that students will show academic growth.


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: Reduce the turnover rate through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Evaluation Data Source(s) 1: Staff Retention Rate, Classroom observations, DTAS, CBAs, DRA at the end of the school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.		Teacher Administrators	DTAS Feedback. Scheduled walk thrus.				
	Problem Statements: Staff Quality, Recruitment, and Retention 3 Funding Sources: Local Funding - 0.00						
2) Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. Second year teachers join the district's NaviGator program for additional support.		Teacher	Documented meetings, trainings, and classroom observations, STAAR, DRA, STAR, CBAs.				
	Problem Statements: Demographics 1 Funding Sources: 255-Title IIA - 0.00, Local Funding - 0.00						
3) Any teacher hired who is not certified will be provided with training opportunities, certification/test prep practice, and district support.		Teacher	Documentation of trainings and achievement of certification in a timely manner				
	Funding Sources: 255-Title IIA - 0.00						
Additional Targeted Support Strategy 4) Principal will encourage certified teachers to apply for ESL and SPED certification so that all teachers are trained to meet the needs of diverse learners.		Teachers Administrators	Increased # of teachers with ESL and SPED certifications.				
	Funding Sources: Local Funding - 0.00, 255-Title IIA - 0.00, IDEA B - 0.00						
5) Campus will continue to interview and hire certified teachers for our campus. Through the use of our Academic Coach model, we will work to make sure that no teacher has a "practice year" and that no teacher goes unsupported.		Teachers	Retention of highly qualified staff				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Campus will use DTAS as our teacher appraisal instrument. Teachers will set both professional growth and student growth goals that are aligned to district and campus goals		Administrators Teachers	SMART Goals Observation Schedules Teacher Conference Documentation				
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELs are the lowest performing group on STAAR.
Staff Quality, Recruitment, and Retention
Problem Statement 3: Tier 1 instruction needs to be well planned and provide higher rigor and relevance to deliver effective instruction.
Problem Statement 1: Highly qualified bilingual teachers must be recruited and retained.
Problem Statement 2: All teachers will work together to find time to observe each other in order to provide ongoing professional learning.

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

Performance Objective 1: Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.

Evaluation Data Source(s) 1: Increased student, parent and community participation in school activities, sign-in sheets at activities planned.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and staff will be trained in research based restorative practices in order to ensure that the learning environments are well maintained, and that relationships are built, and physical and mental safety is a focus.		Classroom Teachers	Reduction in discipline referrals, PEIMS data, observation of student engagement				
	Funding Sources: IDEA A - 0.00, 211-Title IA - 0.00, Outside Agency - 0.00						
2) Provide parents with car rider tags to ensure proper identification during student release at the end of the day.		Principal	Given to parents at registration for those picking up students daily. Students are delivered home safely.				
	Funding Sources: Outside Agency - 750.00						
3) Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.		Counselors Principal Assistant Principal Classroom Teachers Special Education Teachers	Increased student, parent and community participation in school activities.				
	Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
4) Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.		Teachers Administrators	Online Training Records				
5) Promote safe and secure schools by using Standard Response Protocols in emergency situations.		Principal	Common language and protocol between first responders and campus personnel.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide monthly guidance lessons with the counselor.		Teachers Counselor	Teach character education and conflict resolution.				
7) Staff, Faculty, Counselor, and Administrators will receive training in Restorative Practices in order to promote a safe and healthy learning environment.		Teachers Instructional Specialists Principal Asst. Principal Counselor	Reduction in office referrals. Increase in relationships between all staff and all students.				
8) Promote "No Place for Hate" campus wide.		Counselor	Prevention of student on student bullying.				

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

Performance Objective 2: Student attendance will increase to 97%.

Evaluation Data Source(s) 2: Student attendance reports will indicate students have a 98% attendance rate.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Attendance incentives will be offered each month and rewards given to students who meet the campus goal.		Principal Team Leaders Teachers	Records of students who met the goal, lists of incentives and rewards.				
	Problem Statements: Demographics 2						
Comprehensive Support Strategy 2) Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis.		Counselor Social Worker	Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance.				
	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						
3) We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 97%. We will utilize truancy officers to help with students who have repeated attendance issues. We will also discuss with students the importance of staying in school in order to promote dropout reduction.		Teachers Data Clerk Receptionist Administrators	Quarterly ADA Reports				
	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Attendance for all students is low at 95.44%.
School Culture and Climate
Problem Statement 1: Attendance for all students is low at 95.44%.

Parent and Community Engagement

Problem Statement 1: Teachers need to regularly communicate with parents.


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

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 Source(s) 3: Evidence of trainings held.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to promote Anti-Bullying program campus wide. Along with our character education programs we will address the following: Violence Prevention Bullying Character Traits		Counselor	Documentation of students trained as Ambassadors for the program, reduction in documented bullying incidents, students and staff wearing shirts in support of the program and participation in Unity Day.				
2) Campus will participate in Red Ribbon Week.		Counselor	Schedule of Events Survey of Students				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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


Performance Objective 4: 100% of students will participate in physical fitness activities.


Evaluation Data Source(s) 4: Evidence of improved student physical fitness through Fitness Gram conducted in the spring and PE attendance records.

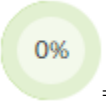
Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All K-4 students will will participate in physical education class.		Physical Education Teacher	Documentation of student schedule; Fitness Gram results.				
2) All PK students will participate in daily recess.		Teachers	Master Schedule				
3) Students will have the opportunity to participate in The Daily Mile and The Mile Club.		Teachers PE Teacher	Increased attention during instruction. Improved physical fitness.				



 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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: Provide 100% transparency of financial management policies/practices for state, federal and local funding.

Evaluation Data Source(s) 1: Budget audits and balanced campus budget audit reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets.		School Secretary Principal Dir. of Bus. Operations	Sign in sheet from training, compliance with district policies regarding budget management.				
Funding Sources: No Funding Required - 0.00							
2) Coordinate use of funds and programs with district budget managers in planning Master Schedule, professional development and supplemental materials for campus.		Principal A-Team	Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student success.				
Funding Sources: Local Funding - 0.00, 211-Title IA - 0.00, 263-Title IIIA - 0.00, 199-SCE - 0.00, IDEA B - 0.00, IDEA - 0.00							
							

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: Ensure that every campus/facility/department is welcoming to all stakeholders (parents, guardians, community, and business partners).





Evaluation Data Source(s) 1: Parent Community Survey results, increased parent attendance at school events, sign-in sheets, communication logs, Facebook posts, parent-community surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase parent communication and the home/school connection through social media and web page, teacher communication logs, and flyers.		Principal Assistant Principal	Weekly reports of activity obtained through social media network				
	Funding Sources: Local Funding - 0.00						
2) Recruit teachers, parents, community and business members to be a part of the CIC and DIC.		Principal	Documentation of meetings. Completed and updated CIP.				
	Funding Sources: No Funding Required - 0.00						
3) Provide parents, in the language they understand, with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities.		Principal	Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys.				
	Funding Sources: Local Funding - 0.00, 211-Title IA - 0.00						
4) Provide high quality and timely customer service addressing community and parental questions at the campus level.		Principal Campus Staff	Documentation of communication responses in notes, emails, and phone msg. Teacher communication logs. Positive community and parent communication surveys.				
	Problem Statements: Parent and Community Engagement 1, 2, 3, 4						
	Funding Sources: No Funding Required - 0.00						
5) Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Barber Middle School.		Principal Counselor Teachers Barber Middle School Staff	Documentation of flyers, invitations, meetings, open house provided. Number of Kindergarten students registered prior to August. Participation in BMS tours and pod talks.				
	Funding Sources: Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path.		Teachers Counselor Administrators	Participation by the school and community in career fairs and college days.				
7) We will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving.		Teachers Academic Coaches Administrators	Increase student achievement data Parent Surveys				
Problem Statements: Parent and Community Engagement 4							
Funding Sources: 211-Title IA - 0.00							
8) 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.		Teachers Academic Coaches	Conference logs Increased parent involvement Increased student achievement				
Problem Statements: Parent and Community Engagement 1, 4							
9) Preschool registration will be open to new students with a variety of opportunities for parents to visit the school, classrooms and ready their child for the start of school.		District and Campus Administrators	Attendance at meetings. Parent surveys. Parent complaints.				
Funding Sources: Local Funding - 0.00							
10) Provide parents with training on how to access online reading and math tools. Parents will be able to engage their children in learning wherever they have internet access.		Administrators Teachers	Increased student success Increased parent engagement				
Problem Statements: Parent and Community Engagement 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>11) The campus will make available the English and Spanish version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.</p> <p>These will include: PK/K Play Date 8/13/19 Meet the Teacher 8/15/19 Parent Orientation 9/17/19 2nd Grade Music Program 10/24/19 Book Character Parade 10/31/19 Parent Conferences 11/1/19 K-2 Field Day 11/7/19 3rd Grade Music Program 11/14/19 3-4 Field Day 11/8/19 Thanksgiving Luncheon 11/15/19 Literacy Night 11/21/19 4th Grade Music Program 12/19/19 2nd Grade Music Program 2/13/20 Open House 3/5/20 1st Grade Music Program 3/26/20 Kindergarten Music Program 5/30/20</p>		Administrators	Increased Parent Engagement.				
<p>12) The campus will offer a variety of parent and family engagement meetings during the school year in order to strengthen involvement between home and school.</p>		Administrators, Teachers, Counselor, Academic Coaches	Increased Parent Engagement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>13) A Campus Parent Engagement Coordinator will be in charge of coordinating all parent engagement activities on campus with a primary focus on Bilingual/ESL parent engagement. They will organize the following 3 types of activities in conjunction with the community:</p> <ol style="list-style-type: none"> 1. Parent outreach and trainings for bilingual/ESL parents 2. Family literacy services and/or family outreach and trainings for bilingual/ESL Parents 3. Community participation programs for Bilingual ESL parents 		Principal Parent Engagement Coordinator	Increase Parent Engagement				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Teachers need to regularly communicate with parents.
Problem Statement 2: Social Media is underutilized for parent communication.
Problem Statement 3: Campus website is not updated regularly.
Problem Statement 4: Continue to improve and expand parent academic learning opportunities.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Behavior Coach	Kim Atchison	Behavior Coach
Administrator	Sherri Blackburn	Principal
Administrator	Deanna Goodlet	Assistant Principal
Business Representative	Joe Sullivan	Business Owner
Classroom Teacher	Michelle Black	Academic Coach
Classroom Teacher	Christina Burkhardt	Academic Coach
Classroom Teacher	Denise Daniel	Academic Coach
Classroom Teacher	Karina Alvarado	PE Coach
Parent	Heather Putnam	Parent
Counselor	Jennifer Lorenzo	Counselor
Paraprofessional	Diana Medina	Secretary
Classroom Teacher	Bethel Landeros	Teacher
Classroom Teacher	Sandi Baskin	Classroom Teacher
Classroom Teacher	Cassidy Dill	Academic Coach
Classroom Teacher	Roxanne Fernandez	Classroom Teacher
Classroom Teacher	Jillian Goldhahn	Classroom Teacher
Classroom Teacher	Francesca Grice	Classroom Teacher
Classroom Teacher	Angela Guidry	Music Teacher
Classroom Teacher	Delores Hopper	Classroom Teacher
Classroom Teacher	Sarah Wyne	Classroom Teacher
Classroom Teacher	Diana Lobato	Classroom Teacher
Classroom Teacher	Shari Maierson	Academic Coach

Committee Role	Name	Position
Classroom Teacher	Sky Maldonado	Classroom Teacher
Classroom Teacher	John McLane	Classroom Teacher
Classroom Teacher	Karli Peterson	Classroom Teacher
Classroom Teacher	Brittany Pittman	Classroom Teacher
Classroom Teacher	Carla Vazquez	Classroom Teacher
Classroom Teacher	Kayleigh Cobb	Classroom Teacher
Classroom Teacher	Christie Bucchino	Classroom Teacher
Community Representative	Frances Jurisich	Community Representative
Parent	Ellen Berrones	Parent