

Dickinson Independent School District

Dunbar Middle School

2019-2020 CIP



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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Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data District goals Campus goals Current and/or prior year(s) campus and/or district improvement plans Accountability Data Texas Academic Performance Report (TAPR) data Performance Index Framework Data:

Index 1 - Student Achievement Performance Index Framework Data:

Index 2 - Student Progress Performance Index Framework Data:

Index 3 - Closing Performance Gaps Performance Index Framework Data:

Index 4 - Postsecondary Readiness

System Safeguards and Texas Accountability Intervention System (TAIS) data

Accountability Distinction Designations PBMAS data Student Data:

Assessments State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions STAAR ELL Progress Measure data Texas English Language Proficiency Assessment System (TELPAS) results Student Success Initiative (SSI), Grades 5 and 8, data

Student Data: Student Groups Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups Special education population, including performance, discipline, attendance, and mobility ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc Gifted and talented data

Student Data: Behavior and Other Indicators Attendance data Mobility rate, including longitudinal data Discipline records Tobacco, alcohol, and other drug-use data Student surveys and/or other feedback Class size averages by grade and subject.

Employee Data Staff surveys and/or other feedback Highly qualified staff data Professional development needs assessment data Teacher STaR Chart Technology Data PDAS data Parent/Community Data Parent surveys and/or other feedback

Demographics

Demographics Summary

Dunbar Middle School is a Title 1 campus in Dickinson Independent School District. Dunbar Middle School serves predominantly low socioeconomic families. Dunbar Middle School serves 652 students in grades 5 and 6. The student populations are as follows: 0.61% Asian, 13.8% African-American, 19.63% White, 63.8% Hispanic/Latino, 2.5% Multi-Race, 49% Male, and 51% Female with a low socioeconomic status of 83.13%. The average daily attendance rate for students is 94.6%. Our staff has identified support in the area of classroom management as a need. Dunbar Middle School Campus serves 63-504 Students, 94-SpEd Students, 7-GT Students, and 126-ELL Students.

2018-2019 Student Populations:

American Indian	African American	Anglo	Asian	Hispanic	Multi-Race
0	90	128	4	416	14

Male	Female	Economically Disadvantaged
321	331	542

Demographics Strengths

Our campus strengths are:

- Diverse student population
- Many of our teachers are GT and/or ESL certified
- Multiple training opportunities to better prepare staff for our diversified campus, including AVID, Fast Forward, STEM, Lead4ward, Teach Like a Champion 2.0, and Safe and Civil
- Promote attendance using parent contact using Skyward and a attendance improvement committee
- Use motivational rewards to encourage high student attendance
- Majority of teachers have attended 7 Steps to a Language Rich Classroom, ELPS, and Talk Read Talk Write
- Implementation of guidelines for success with PRIDE Lessons and Restorative Practices

Problem Statements Identifying Demographics Needs

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:** 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

Student Achievement Summary

Summary

Throughout the school year a variety of assessments play a key role in campus academic performance. The State of Texas Assessments of Academic Readiness (STAAR) assess how students master content for the current school year; the Texas English Language Proficiency Assessment System (TELPAS) assess our English Language Learners on their language acquisition, the Measure of Academic Performance (MAP) provides teachers with detailed information on reading and math skills, and district benchmark assessments; which measure content knowledge as students' progress throughout the school year.

All staff members must continuously meet to discuss student performance and interventions to help struggling students. Student achievement data is disaggregated by demographic groups (race/ethnicity, ED, LEP, SPED, etc.), percent mastery, and student expectations. Data is also disaggregated by teacher and class period to provide teachers with additional support in lower performing classes. This support can be through model teaching, inclusion support, and individual student pull out or online programs. District assessments are aligned with grade level and subject specific SE's which provided teachers with the ability to see where students were successful and struggling. All core subjects offer intervention before or during the school day. Our data indicates that our student groups are a have shown minimal growth in student achievement with meeting GL standards. Our grade from TEA is a C.

5th Reading

	Approaches	Meets	Masters
2017	53%	23%	9%
2018	62%	33%	13%
2019	75%	30%	10%
	+13	-3	-3

5th Math

	Approaches	Meets	Masters
2017	67%	27%	11%
2018	66%	28%	9%
2019	82%	37%	15%
	+16	+9	+6

5th Science

5th Reading

	Approaches	Meets	Masters
2017	67%	26%	7%
2018	65%	24%	4%
2019	68%	38%	11%
	+3	+14	+7

6th Reading

	Approaches	Meets	Masters
2017	62%	24%	10%
2018	51%	20%	8%
2019	48%	19%	6%
	-3	-1	-2

6th Math

	Approaches	Meets	Masters
2017	78%	38%	12%
2018	59%	22%	7%
2019	70%	22%	5%
	+11	0	-2

Student Achievement Strengths

Our strengths are:

- Growth in every area (except 6th reading) with students approaching grade level
- Having access to multiple forms of curriculum - textbooks, Stem Scopes, Fast Forward and Prodigy
- Support from a Behavior Coach for Special Education, 504 and regular education students who are struggling with behavior
- Instructional Coaches- being in the classrooms with the teachers to model and coach teachers
- Instructional Support - Certified teachers as well as instructional paraprofessionals working with students within the classroom
- Grade Level Content Teams are able to lesson plan, disaggregated data and learning about teaching and learning best practices as a team at least 2 times a week.

Problem Statements Identifying Student Achievement Needs

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:** 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

School Culture and Climate Summary

For the 2018-2019 school year, DMS will continue to implementing a school-wide discipline plan and grading policy aligned to CHAMPS, restorative practices and DISD expectations. Building a strong culture aligned from class to class and in all areas of the school will allow all teachers, students, and parents to know the daily expectations and improve teaching and learning for ALL students. Restorative Practices across the campus will be built into Homeroom each week and allow students to build a greater understanding of our character traits, and how they are exhibited in all we do. Extra academic support include – pulling students for small group work, after the direct instruction has occurred, tutorials, use of Instructional Support and paras for small group, and one-on-one behavioral support – lunch groups, reward systems/incentive programs for school-wide expectations are also a part of the daily interventions at DMS. Additionally, Common Team Time allows for academic teams to meet and discuss instructional best practices, lesson planning and observation/feedback.

School Culture and Climate Strengths

The following have been identified as strengths:

- High participation in clubs (Science, Robotics, Student Council, and Drama)
- Increased academic support for students through the use of Instructional Academic Coaches and Behavior Coaches
- Students and staff trained and ready to respond appropriately in any emergency situation
- Art- students art work is displayed in the hallway on a regular basis
- Campus-wide discipline system is in place
- Restorative Practices work in homeroom that align to campus character traits

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Throughout the school year, CEIC met to discuss the current state of DMS and the needs assessment/CIP. Our team discussed staff quality, staff recruitment and retention and staff professional learning through CTT and professional learning. DMS strives to interview and employ highly qualified teachers and instructional paraprofessionals and works closely with DISD Human Resources Departments to provide training and assistance to those needing to become HQ. Open instructional positions are posted on our district website with ample time to recruit certified and effective individuals prior the beginning of the school year is provided. Through consistent observation and feedback cycles, staff members are away of areas of strength and growth, so that support is continuous and allows for all staff members to experience success.

Teachers, Instructional Coaches, and administrators are involved in the interviews for hiring . Administration on campus presents open positions via the district website with ample time to recruit effective individuals prior to the next school year. Ensuring retention of highly qualified teachers is supported by the mentoring program, protege provided by the district.

Most all of the staff members have had training in researched based strategies such as: Talk Read, Talk Write, Navigating the ELPs, and 7 Steps to a Language-Rich Interactive Classroom. Those teachers who have not had the training are new to the field of teaching and will receive the training this school year.

Professional development opportunities are also available through district training, but it would be beneficial as a whole to discuss implementation and evidence of success of these interventions and strategies among our shared leaders. This would provide continuous learning and growth.

To share the strengths of the most effective teachers, Instructional Coaches will provide novice teachers opportunities for coaching sessions and time to observe expert teachers across houses and curriculum.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- Most all staff have been trained on researched based strategies to engage students in learning
- Recruitment is a strength for our district with multiple avenues utilized for finding the best candidates

- District and campus mentoring programs promoting the development of new teachers
- Consultations with effective presenters related to behavior, reading, writing, math, science, and social studies
- Teachers have multiple opportunities for professional development throughout the summer

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A committee of teachers and specialists compose the curriculum used throughout Dickinson ISD. These professionals use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as an outline when writing curriculum. In addition to the curriculum, this committee also provides teachers with a year-at-a-glance outline and pacing guide for instruction. Team leaders and academic coaches collaborate with both the specialists and their teams of teachers to plan daily lessons and common assessments based on the TEKS and data from daily activities and common assessments. Curriculum is also revisited and updated each summer.

All students are given opportunities to meet challenging state academic standards. Special programs throughout campus ensure that each student is receiving instruction that meets his/her individual needs. This year students in the Special Education RISE program can receive services in the general education classroom with an inclusion teacher or in a self-contained Reading/Math class. We also service over 120 students in our Bilingual and ESL programs. Gifted and Talented students follow a PreAP curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum.

The teachers at Dunbar Middle School are trained to implement the AVID program and Lead4Ward strategies in the classroom. All students participate in the AVID program, which incorporates practical organizational and study skills aligned to College Readiness Standards. Students are assigned to an AVID homeroom which provides structured activities to support binder organization, college exploration, team building, and character lessons. The Lead4Ward strategies include elements from data analysis tools for instructional analysis to instructional strategies to be implemented into student focused learning activities. AVID focuses on providing an infrastructure to individual learning while Lead4Ward provides a scaffold for higher order thinking. Lead4Ward resources, which includes guides for planning, an emphasis on engaging activities, and tools for data analysis, are utilized during regular planning sessions. Using the provided documents through Lead4Ward, planning was more purposeful and a variety of strategies were implemented in the classroom to emphasize collaborative learning and critical thinking.

Planning was also enhanced this year using the Lesson Tuning Protocol and Looking at Student Work Protocol. The Lesson Tuning Protocol is led by a Content Team Leader during a meeting with their content team and an administrator. The meeting follows a given agenda to guide the group through looking at parts of a lesson plan provided by a team member. The purpose is to offer suggestions for improvement to the lesson or some of its parts. All members record and share takeaways from the meeting. The Looking at Student Work Protocol involves looking at a range of work samples from a particular lesson to examine student successes and struggles and determine action steps for making adjustments to improve instruction.

At Dunbar Middle School, grade-level departments meet on a regular basis to find and discuss research-based best practices for implementing lessons and using meaningful activities to reach all students. Strategies used in the classroom include speaking and writing in complete sentences, using academic language, higher-level questioning and randomization of student selection. In addition to whole-group instruction, remediation and differentiation occurs in small groups informed by data analysis. Assessment, both formative and summative, is on-going, following district guidelines for CBAs and Benchmarks, and using common assessments in the classroom to guide instruction.

Teachers, academic coaches, and bilingual/special education support staff analyze common assessments, MAP testing, and state testing as well as informal assessments to identify the needs of students. Small groups held during class are selected based on these needs. Struggling students also receive RTI intervention, academic coach support, Leveled Literacy Intervention, and Fast4Word.

Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- All core subjects follow TEKS-based common assessments across the district
- Struggling readers identified and involved in some form of small group/remediation
- Reading Interventionist/Dyslexia specialist
- Increased rigor in writing throughout the year in all core subjects by implementing AVID strategies
- Academic coaches provide reading, math, and science interventions through small groups targeting specific TEKS
- Students communicate in a complete sentence using sentence stems and academic language
- Seven Steps to a Language Rich Environment
- Continual evaluation of common assessments, CBAs, and PSBMs
- Literacy Library dedicated to leveled and guided reading
- 5th/6th grade has incorporated guided reading with social studies
- Maximizing reading time at independent reading levels
- Increased use of technology through interactive websites, Chrome books, Google classroom
- Gains of students passing STAAR in Math, Reading, and Science
- Increased level of students reading on or above grade level from last year's results
- Access to digital learning through STEMscopes in Science
- Students understanding the purpose of tracking of their own data by TEKS and reading levels
- Goal setting with individual students for CBA's and STAAR
- Hosted a family literacy night

- RTI expectations and procedures have been created
- Steps have been listed for teachers to follow before asking for a SIT meeting
- Specific interventions have been provided for each content area
- Student reading data is tracked throughout the entire year; students have been identified and placed into the RTI program
- 100% of struggling readers are receiving individualized, intensive intervention
- All BIL/LEP, SpED, and dyslexic students are receiving supplemental support through the program, Fast4Word, in addition to the prescribed/required instructional support

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement in the school community will only strengthen the effectiveness of the school. Parents can participate in the decision-making process by joining the Campus Improvement Committee. All parents are invited at Open House and through the Skyward email system in both English and Spanish. Parents have opportunities to visit during special events such as curriculum nights in the fall and spring, Open House, student dances, etc. They may also visit at any time during the school day to sit in classrooms, have lunch with their student, or conference with teachers/staff. The school communicates with parents through various formats and languages so that the information is accessible to all. Letters and fliers are sent home in English and Spanish. Interpreters are available to help at ARDs and other meetings where language could be a barrier. With the help of Communities in Schools and BACODA, we have strong ties with several community partners. Dunbar communicates to parents through the district and campus web sites, letters/fliers, handbook, marquee, and Skyward email system. We continue to seek ways to improve communication and increase parent involvement in the school community.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

Campus strengths include:

- Skyward is used by administrators and teachers to email communication to parents through call out systems and emails
- Communities in Schools works to help parents and students with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring and tutoring, and referrals to outside resources
- Our counselors support the emotional needs of both students and families through direct services and referral to outside agencies
- To welcome incoming students and help families feel at home in their new school, an orientation is held. Parents and students tour the school and any questions they have are answered at that time
- Each year, during the G/T Showcase, students present their projects to families and friends
- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral and/or emotional needs of students

- Our district social worker and campus counselor provide services and coordinate transportation for our identified homeless students
- Student Dances, Dunbar PTA, Grandparents Day, Donuts with Dad, Muffins with Mom, Curriculum Night, Coffee with Principal
- Communities in Schools works diligently to help parents and students with needs such as eyeglasses, school supplies, clothes, food, and many other types of support.
- The counselor and homeless liaison provide support for students and parents as needed.

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

Dunbar Middle School continues to focus on ensure that all learning is occurring in a safe learning environment with high expectations. From a collaborative approach with parents, community, students and staff, DMS continues to monitor and adjust school culture feedback from parent and student surveys and CHAMP feedback. Goals of the campus are based of off the feedback received from all stakeholders and reinforce learning across the entire campus. Daily operations and schedules are in place to ensure all students are receiving maximum instructional time in core and non-core classes. Collectively, as a staff and as a leadership team with team leaders, we discuss needs of our campus culture in order to promote success for all students. The principal communicates campus academic and staffing needs weekly throughout the school year by attending bi-weekly A-Teams with district administration and with the superintendent and district offices.

Instructional team leaders meet with the leadership team twice a month Meetings provide an opportunity for continues feedback and discussions around all areas of the campus that need to be celebrated and adjusted.

School Context and Organization Strengths

The following strengths were identified:

- Academic coaches are utilized to support teachers' instruction
 - Professional Learning Community meetings determine which TEKs will be addressed by all teachers, ensure that they are aligned with the district's Scope and Sequence, but allow for individual teachers to make adjustments to meet the needs of their classroom population
 - After school programs and student clubs include: Drama Club, Student Council, Robotics, Yearbook Club, and Science Club, and Basketball Club.
 - Academic coaches and support staff monitor hallways along with academic teachers posted at incremental stations throughout campus maintaining safe and orderly transitions, arrivals, and dismissals
 - Students who need additional instructions or support with classwork can attend morning tutorials with classroom teachers. Furthermore, students identified as needing intervention are monitored by and receive additional help with academic/instructional coaches.
 - Academic teams meet after school and during conference time to discuss schedule changes, student needs, parent contact, and interdisciplinary instruction.
 - Teachers and students routinely set goals and monitor academic growth via AVID goal setting, Fast Forward, and MAP testing.
 - Behavior coaches monitor and facilitate goal setting for identified students with Behavior Intervention Plans.
 - Safe & Civil/PBIS Committee facilitates campus wide decision making on procedures through collaboration and feedback from staff and teachers.
 - Teachers have the ability to communicate electronically with students and parents via Skyward.
 - Increased vertical alignment of the curriculum links our campus and district goals.
 - Teachers, staff, and administration set the example for students by maintaining a positive and professional learning environment.
 - Implementation of the AVID program gives students ownership and accountability over their school and academic future.
- Literacy night, math night, and bilingual night allows community members and parents time to come to the school in the evening with their student and take part in curriculum and

initiatives.

- Streamlined procedures for all school operations are available in staff red binders and are updated and reviewed frequently, including classroom management and procedures, duty and master schedules, emergency plans, and staff expectations.
- Use of binders for PLC and curriculum planning ensures that teachers are organized and able to collaborate during professional learning, faculty meetings, and PLCs.
- Implementation of interdisciplinary Lesson Tuning Protocol and Looking at Student Work Protocol ensures that teachers are continually challenging themselves and each other to improve instruction and maximize student learning and output.

Problem Statements Identifying School Context and Organization Needs

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:** The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.

Technology

Technology Summary

Dunbar Middle School uses technology to support the diverse learning needs of our students. Every classroom has a computer, document camera, and a projector. Technology is available for teachers to check out from the library (i.e. Qwizdom and electronic games). Dunbar has several mobile laptop cart available for student use that have been updated within the past two to three years. DMS uses Chromebook Carts that house 30 computers each. Each core content has a designated cart to share. Every teacher on campus has a website, and many are proficient in and integrate into daily lessons, programs such as PowerPoint, You Tube, Discovery Education, Skyward Web, StemScopes, and Brain Pop. Teachers and other staff utilize Eduphoria to study data from student local CBA and state assessments. All library and textbook materials are checked out to staff and students through the Follett on-line software system.

Dunbar will be using MAPs to measure student growth this school year. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

Technology Strengths

Technology Strengths:

- Students use many interactive websites to further their knowledge of the content area
- Teachers mobile lab on campus to immerse students in the internet and technology
- The district has a technology department who are readily available to offer help and corrects issues
- Students access Skyward Messenger, allowing them to track their grades, testing progress, and contact teachers via email
- Art classes utilize an electronic drawing and painting program in the computer labs

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers do not effectively integrate technology for students to develop the 21st century skills necessary for their long-term success.

Root Cause: Training and planning time is an essential need for learning how to use technology to support rigorous content and developing 21st century skills.

Priority Problem Statements

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.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: 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 2: Teachers are not effectively engaging students in rigorous practice in all four of the language domains (listening, reading, writing, and speaking) during classroom instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 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 3: Struggling students' progress was not regularly monitored in order to ensure that individual needs are met and adjustments are made to support student achievement.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 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 4: The master schedule did not allow for sufficient time and staffing to provide effective response to intervention.

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: : Our data shows that the DMS attendance rate has decreased from _____ to ___ - over the last three years.

Root Cause 5: The campus has had cultural, systemic, and staff retention issues.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Our data shows the DMS staff retention rate has decreased over time

Root Cause 6: Support structures failed to meet the needs of staff.

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

Problem Statement 7: DMS is in need of parental support on our campus and in our community

Root Cause 7: DMS has failed to provide structured opportunities for parents to engage in/support the campus.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- PBMAS data

Parent/Community Data

- Parent engagement rate

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 (all students, African-American, Hispanic, White, Economically disadvantaged, EL, and Special Ed.) will show one year or more growth in reading, math, and science STAAR and increase academic achievement in each student group to the meets grade level performance standard in order to align with state targets.

Evaluation Data Source(s) 1: STAAR scores





Summative Evaluation 1:

Targeted or ESF 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 Connect high school to career and college Improve low-performing schools 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				
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.	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							
 = 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.

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 show one year or more growth in STARR subject areas and 44% of the EL students will achieve Meets performance standard on STAAR Reading and math.

Evaluation Data Source(s) 2: STAAR scores

Summative Evaluation 2:

Targeted or ESF 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 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.</p>	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							
<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 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.</p>	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						

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 show one year or more growth in reading, math, and science STAAR.

Evaluation Data Source(s) 3: STAAR Scores

Summative Evaluation 3:

Targeted or ESF 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 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.	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							
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.	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 Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.				
							

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						
							

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 Build a foundation of reading and math Improve low-performing schools 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;">  <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 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:

Targeted or ESF 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:

Targeted or ESF 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 Build a foundation of reading and math Improve low-performing schools 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.

State Compensatory

Personnel for Dunbar Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gillespie, C.	Instructional Support		.25
Jackson, T.	Instructional Support Paraprofessional		1.0
Robinson, T.	Instructional Support		1.0
Sifuentes, K.	Instructional Support Paraprofessional		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

1. The academic achievement of ALL students
2. The needs of students who are failing, or are at-risk of failing, to meet State standards
3. Barriers for educators, students, and parents

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:
 - * provide opportunities for all children to meet the challenging State academic standards
 - * use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

2.2: Regular monitoring and revision

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

2.3: Available to parents and community in an understandable format and language

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

2.4: Opportunities for all children to meet State standards

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

2.5: Increased learning time and well-rounded education

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

2.6: Address needs of all students, particularly at-risk

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting held prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

3.2: Offer flexible number of parent involvement meetings

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Molina, J.	Instructional Coach		1.0
Paul, M.	Instructional Coach		1.0

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