

# Dickinson Independent School District

## Silbernagel Elementary School

### 2019-2020 Schoolwide Plan

Accountability Rating: C



# Mission Statement

The mission of Silbernagel Elementary School is to ensure that all students have successful learning opportunities that have rigor and relevance and will help them reach their full potential throughout their lives.

## Vision

Our vision at Jake Silbernagel Elementary School is to ensure that each student makes at least a year's growth or more each year throughout their tenure at Silbernagel Elementary School. Our students in grades Pre-K through fourth grade will continue to excel in learning that will prepare them to be competitive and successful throughout the 21st century.

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	5
Student Achievement .....	9
School Culture and Climate .....	12
Staff Quality, Recruitment, and Retention .....	13
Curriculum, Instruction, and Assessment .....	14
Parent and Community Engagement .....	16
School Context and Organization .....	18
Technology .....	19
Goals .....	20
Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness. ....	20
Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success. ....	31
Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community. ....	34
Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services. ....	36
Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals. ....	39

# Comprehensive Needs Assessment

Revised/Approved: May 20, 2019

## Needs Assessment Overview

Based on benchmark data and DRA, our students continue to struggle in reading and writing. Our campus improvement committee identified several instructional and intervention strategies to consider to assist in the improvement of these two areas: instructional coach in reading and writing, continue training through Neuhaus in Reading Readiness, Accurate, Automatic Reading and Multisensory Grammar. A comprehensive writing and phonics program for all students in Kindergarten through 4th grade and training throughout the year for our teachers in guided reading and writer's workshop.

Our campus has a large bilingual population and lack quality Spanish instructional material and environmental print in Spanish. Our committee identified several instructional materials to consider purchasing for the 2019-20 school year as well as the need for an instructional bilingual coach. First and second grade ELA bilingual teachers need to receive training in Esperanza.

Our economically disadvantaged students are not as proficient in math as their non-economically disadvantaged peers. Our committee identified the need for instructional coaches in math, quality materials (Sirius workbook and Zinger book), and continued training for our teachers in problem solving.

In order for our students to have adequate access to technology, additional chrome book carts are needed.

# Demographics

## Demographics Summary

Silbernagel Elementary is one of 12 Title IA schoolwide campuses in Dickinson Independent School District. Silbernagel Elementary opened its doors in Feb/1980 and serves predominantly low socio-economic families. The chart below shows the distributions of Silbernagel students by grade level, ethnicity, and student groups.

2014-2015

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	7	African American	10.10%	Econ. Disadvantaged	78.65%
Prekindergarten	69	Asian	0.10%	At-Risk	57.57%
Kindergarten	105	Hispanic	75.30%	ESL	0.54%
1st Grade	119	Native American	0%	LEP (BIL)	28.65%
2nd grade	137	Pacific Islander	0%	Military	0.95%
3rd grade	133	White	13.40%	Special Ed	7.03%
4th Grade	170	Two or More	1.10%	Speech Services	4.32%
				Gifted/Talented	2.98%
<b>Total</b>	<b>740</b>				

2015-2016

## Total Population

## Ethnic Breakdown

## Student Group Distribution

Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	4	African American	9.97%	Econ. Disadvantaged	74.11%
Prekindergarten	72	Asian	0.28%	At-Risk	56.47%
Kindergarten	97	Hispanic	75.21%	ESL	0.85%
1st Grade	115	Native American	0	LEP (BIL)	33.43%
2nd grade	136	Pacific Islander	0	Military	1.991%
3rd grade	136	White	12.96%	Special Ed	6.88%
4th Grade	142	Two or More	1.57%	Speech Services	4.32%
				Gifted/Talented	3.56%
<b>Total</b>	<b>702</b>				

2016-17

## Total Population

## Ethnic Breakdown

## Student Group Distribution

Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	15	African American	11.05%	Econ. Disadvantaged	75.3%
Prekindergarten	64	Asian	0.40%	At-Risk	62.45%
Kindergarten	138	Hispanic	73.50%	ESL	1.60%
1st Grade	124	Native American	0	LEP (BIL)	30.3%
2nd grade	125	Pacific Islander	0	Military	0.93%
3rd grade	137	White	13.58%	Special Ed	9.19%
4th Grade	148	Two or More	1.33%	Speech Services	4.32%
				Gifted/Talented	2.93%

## Total Population

## Ethnic Breakdown

## Student Group Distribution

**Total 770**

2017-18

## Total Population

## Ethnic Breakdown

## Student Group Distribution

Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	21	African American	10.04%	Econ. Disadvantaged	83.06%
Prekindergarten	69	Asian	0.40%	At-Risk	80.09%
Kindergarten	120	Hispanic	71.80%	ESL	3.49%
1st Grade	134	Native American		OLEP (BIL)	29.8%
2nd grade	125	Pacific Islander		Military	0.94%
3rd grade	131	White	11.96%	Special Ed	10.08%
4th Grade	144	Two or More	.941%	Speech Services	4.32%
				Gifted/Talented	2.93%
<b>Total</b>	<b>744</b>				

2018-19

## Total Population

Population	# of Students
EE	17
Prekindergarten	57
Kindergarten	120
1st Grade	108
2nd grade	124
3rd grade	123
4th Grade	125
<b>Total</b>	<b>674</b>

## Ethnic Breakdown

Population by Ethnicity
African American
Asian
Hispanic
Native American
Pacific Islander
White
Two or More

## Student Group Distribution

Student Groups	% of Students
Econ. Disadvantaged	81.75%
At-Risk	62.90%
ESL	3.85%
LEP (BIL)	31.75%
Military	1.78%
Special Ed	14.54%
Speech Services	8.01%
Gifted/Talented	5.64%

### Demographics Strengths

Due to our high low SES, our campus is a Title 1A campus which receives federal funds to implement programs for our students. The enrollment numbers have remained consistent for 5 years. The overall mobility rate for the campus is approximately 12.7%. The average daily attendance rate for students is 96.2%. The class size ranges from 22:1 - 25:1.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Based on recent data, we have the highest percentage of minorities and second highest percentage of economically disadvantaged students in the district. Our highest at risk students need to be instructed by our most experienced teachers.

**Problem Statement 2:** Due to the large number of bilingual students, quality instructional materials in Spanish are needed.



# Student Achievement

## Student Achievement Summary

**2013-2014 STAAR Raw Score Averages:** Reading 3rd grade - 74%, 4th grade - 63%; Math 3rd grade - 83%, 4th grade - 79%; Writing - 61%

Performance Index Report: Index 1 Student Achievement - 74, Index 2 Student Progress - 39, Index 3 Closing Performance Gaps - 41, Index 4 Postsecondary Readiness - 24.5.

Data was reviewed throughout the school year and ongoing adjustments were made to instruction and student groups so that learning and success was maximized for each student.

**2014-2015 STAAR Raw Score Averages:** Reading 3rd grade - 72%, 4th grade - 71%; Math 3rd grade - 86%, 4th grade - 83%; Writing - 62%

Performance Index Report: Index 1 Student Achievement - 67, Index 2 Student Progress - 22, Index 3 Closing Performance Gaps - 40, Index 4 Postsecondary Readiness - 25.

- Reading - ELL population - 31%
- Writing - Hispanic population - 58%, ELL population - 32% & Low SES population - 59%

**2015 State System Safeguards:** Reading for ELL and Economically Disadvantaged students not met; Writing for Hispanic and ELL student were not met. Math was not included on 2015 State Performance Safeguards. Campus met participation rate for all student groups.

**2015 Federal System Safeguards:** Campus did not meet federal reading Safeguards for: All Students, African American, Hispanic, Economically Disadvantaged, Special Education or ELL student groups. Campus did not meet federal math safeguards for: All Students, Hispanic, Economically Disadvantaged, Special Education and ELL student groups. Campus met participation rate for all student groups.

**2016-17 STAAR Scores:** Reading - 67%, Math - 83%, Writing - 58%

**2016-17 Performance Index:** Index 1 - Student Achievement - 71, Index 2 - Student Progress - 48, Index 3 Closing Performance Gaps - 44, Index 4 - Postsecondary Readiness - 43

**2017 State System Safeguards:** Writing for Hispanic and Economically Disadvantaged students was not met. Campus met participation rate for all student groups.

**2017 Federal System Safeguards:** Campus did not meet federal reading Safeguards for: All Students, African American, Hispanic, Economically Disadvantaged, Special Education or ELL student groups. Campus did not meet federal math safeguards for: All Students, Hispanic, Economically

Disadvantaged, Special Education and ELL student groups. Campus met participation rate for all student groups.

**2017 2nd grade DRA: All Students** - Above Level - 28.23% On Level - 8.06% Below Level - 63.71% **Economically Disadvantaged Students** - Above Level - 21.1% On Level - 8.26% Below Level - 70.64%

Greater number of our disadvantaged students left second grade reading below grade level.

**2017-18 STAAR Performance Data:**

**Reading** - 72% approached grade level standards, 38% met grade level standards, 17% mastered grade level standards

**Math** - 80% approached grade level standards, 46% met grade level standards, 23% mastered grade level standards

**Writing** - 57% approached grade level standards, 35% met grade level standards, 15% mastered grade level standards

**2017-18 Closing the Gaps Status** - Campus did not meet target in reading for : All Students, Hispanic, Economically Disadvantaged, EL (Current & Monitored), Continuously & Non-Continuously Enrolled. Campus did not meet target in math for: Continuously Enrolled.

**2017-18 2nd grade DRA: All Students** - Above Level - 32.46% On Level - 16.67% Below Level - 50.88% **Economically Disadvantaged Students** - Above Level - 26.67% On Level - 16.67% Below Level - 50.88%

**2018-19 STAAR Performance Data:**

**Reading -**

**3rd grade** - 64% approached grade level, 25% met grade level, 13% mastered grade level

**4th grade** - 67% approached grade level, 34 % met grade level, 9% mastered grade level

**Math -**

**3rd grade** - 86% approached grade level, 48% met grade level, 17% mastered grade level

**4th grade** - 76% approached grade level, 48% met grade level, 16% mastered grade level

**Writing -**

**4th grade** - 55% approached grade level, 21% met grade level, 3% mastered grade level

**2nd grade DRA:** 41.56% above level, 19.48% on level, 38.96% below level

**Bilingual DRA:** 26.09% on level, 73.91% below level

**Economically Disadvantaged:** 29.31% above level, 22.41% on level, 42.28% below level

### **Student Achievement Strengths**

Our dedicated staff worked and will continue to work diligently to help our students make the necessary gains in order to meet and master the grade level standard on the STAAR tests as indicated by the Texas Education Agency. Response to Intervention is consistently implemented throughout the year.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Based on benchmark data, our students continue to struggle in reading and writing

**Problem Statement 2:** Too many of our economically disadvantaged 2nd grade students leave 2nd grade without a solid balanced literacy background.

# School Culture and Climate

## School Culture and Climate Summary

Silbernagel is a safe, inviting and friendly place to learn. Our campus is well maintained and clean considering the age of the campus. Our students enjoy coming to school. They are greeted daily with words of encouragement and a genuine sense of caring by all Silbernagel staff. Our students are provided free breakfast or snack pack. Visitors to our campus comment on the positive school climate felt upon entering our building. Our school is well organized and has a family atmosphere. Students, parents and visitors are welcome into our school with warmth and professionalism.

## School Culture and Climate Strengths

- Teacher expectations of student academic success and behavior are high.
- Bullying is not tolerated...classroom lessons on bullying are done by our counselor.
- Silbernagel conducted all required safety drills.
- Teachers are given an increased amount of time for planning.
- Silbernagel Salutes are given daily to recognize individual student accomplishments.
- Students in 3rd & 4th grade participate in Robotics competitions.
- Grandparents and parents are recognized through Grandparents Day, Muffins for Mom Day and Doughnuts for Dad.
- PLC meetings are held weekly.
- Field trips are provided for all grade levels that are TEKs aligned to support curriculum taught in classrooms.
- A back-to-school dance is held in September to welcome students and parents to the beginning of another school year
- 4th grade students are allowed to participate in a Talent Show at the end of the school year.
- 4th grade students attend an end of year Luau based on behavior and attendance
- Reading incentive through the library for all grade levels
- Special Olympics STARS day for Pre-K, PPCD and SAILS students
- Conflict Corner
- Field Day grades K-4
- Restorative Practice
- Motivational Assemblies
- Red Ribbon Week Assemblies
- Parent Engagement Coordinator

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Limited environmental print in Spanish.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Silbernagel Elem. has 100% of highly qualified and dedicated teachers who believe in our students and their success. Seven new teachers joined the Silbernagel staff this year due to former staff members retiring, resigning, and/or moving out of the area. All of our teachers received training in Navigating the ELPS and Seven Steps. All ELA teachers Kindergarten - 4th grade received training in Multisensory Grammar through Neuhaus.

## Staff Quality, Recruitment, and Retention Strengths

- High expectations are set for staff attendance.
- Our academic coaches provide support, guidance and coaching to our teachers as needed.
- Teachers constantly adjust instruction and activities to meet the needs of all our students.
- Professional development provides teachers with a way to directly apply what they have learned to their teaching.
- More rigorous hiring process.
- Implementation of The 7 Steps for a Language Rich Environment has increased the use of complete sentences by the students.
- Protege and Mentor program provided to new teachers.
- Smaller classes

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Inability to recruit and hire highly qualified teachers for bilingual programs.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Data is used as a source to lead instruction, spiraling, and re-teaching. Both Curriculum Based Assessments and Common Assessments are aligned with the TEKS and the data is used to guide instruction. Instruction is designed to meet the needs of all learners in a balanced literacy and math program. Curriculum Based Assessments are aligned with the scope and sequence set forth by the district. Common Assessments are based on the same scope and sequence for each nine weeks grading period. Students are measured on what skills they are to master in that time period. At the end of each nine weeks, students complete "I Can Charts". The assessments are created using the backward by design plan in order to ensure the instruction is aligned to the district curriculum. This will also ensure that the rigor is evident.

## Curriculum, Instruction, and Assessment Strengths

Strengths within our campus relating to curriculum, instruction, and assessment include the following:

- Instructional Coaches provide Tier 2 intervention as well as enrichment for our students and provide coaching to teachers to improve Tier 1 instruction.
- PLC meetings are held weekly to discuss data and instruction.
- Maximized minutes are spent on instruction throughout the day.
- Tutoring begins at 8:05 in every grade level.
- Fast Forward is used by students in K - 4th grade as a reading intervention program.
- Teachers use Lead4ward field guides and quick starts to plan engaging experiences and activities.
- LLI/SIL instruction is provided to students identified through the RTI process.
- Dyslexia classes provided to students identified through 504 and special ed.
- Prodigy is used 1st - 4th grade as an intervention and reinforcement for math.
- Teachers pull their Lead4Ward data to improve quality of instruction.
- Neuhaus trained ELA teachers K-2nd grade.
- Dual Language in Pre-k and Kindergarten

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** A comprehensive writing and phonics program is needed for all students in Kindergarten through 4th grade.

**Problem Statement 2:** Teachers need support with providing appropriate interventions and enrichment in all subjects.

**Problem Statement 3:** Too many of our economically disadvantaged students leave without a solid balanced literacy background.

**Problem Statement 4:** Our economically disadvantaged students are not as proficient as their non-economically disadvantaged peers in math.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Family involvement is evident through our attendance rosters gathered during our literacy and mathematics nights. We do provide translated communication for our families who are predominantly Spanish speakers. Parents receive school information through the call out system, email, campus web page and handouts. Parents are able to monitor grades and attendance through Skyward. Each year we have a large community turn out for our Thanksgiving Luncheon. Our business partners participate in serving our Thanksgiving Luncheon.

Our Campus Parent Engagement Policy and Parent Compact were updated on Wednesday, May 15, 2019. Committee members included Tameka Henry - counselor, Ruby Alvarez - parent, Catalina Alanis - parent (absent), Patricia Dickson - grandparent (community member), Martha Flores - grandparent (community member), Cynthia Valencia - grandparent (community member). The updates will be shared during the CIC meeting on Monday, May 20, 2019.

The Campus Parent Engagement Policy and Parent Compact will be provided in English and Spanish and located on our school website. They are provided to parents during registration and meet the teacher in August, Family Math and Literacy Night, Title 1 meetings, parent conference day and Open House. Copies are located in our front lobby.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that 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

Several opportunities for family involvement exists such as.....

- family literacy/math night
- Open House
- Parent Orientation
- training on Skyward access



- Parent/Teacher conferences are provided during the day and evenings.
- Parents are involved in SIT, ARD, CIC and LPAC meetings.
- Pre-K and kindergarten round up in May.....informing our kindergarten parents of the expectations of kindergarten
- Donuts for Dads
- Muffins for Moms
- Grandparent's Day
- Veteran's Day program
- Career Day
- 9 weeks Awards Assemblies
- Parent Resource Fair
- GT Product Fair
- Notification of STEM night to 4th grade parents
- Parent Assistance Night understanding content standards
- PTO meetings

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent Engagement needs to increase on campus. **Root Cause:** Work or lack of interest from parents keeps them from being involved.

# School Context and Organization

## School Context and Organization Summary

The students' perception of the school is generally positive as is that of parents and community members. The school has a long-standing history of transfer requests from parents. Silbernagel has Pre-K through 4th grade as well as SAILS and PPCD. All teachers are provided a fifty - seven minute planning time every day in order to write common assessments, lesson plan and disaggregate data.

## School Context and Organization Strengths

The goals of the campus and the district are aligned in curriculum and instruction, safety and security, facilities and operation and in parent and community involvement. The professional learning communities (PLCs) are comprised of grade level teachers, academic coaches, and campus administrators. These communities meet every other week to track student academic progress and to collaborate to improve performance. The assessment data helps to dictate where extra teacher and academic coach support is needed and used at each grade level. The daily operations reveal a structured schedule that maximizes instructional time and is being implemented in systematic fashion campus-wide. The rules and regulations in place facilitate learning and provide students and staff a safe and secure learning environment. The parents are given the opportunity to participate in the school-wide discipline through the behavior chart. Two-way communication exists between parents and teachers. Teachers are generally given the autonomy to solve their own problems with their classroom or grade level and are given academic and administrative support on a case-by-case basis. The campus leadership team and campus improvement committee meet regularly to discuss progress as well as concerns of the campus. Campus administrators make expectations known for the campus.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Principals need continued support on assisting teachers who have difficulty planning effective instruction.

# Technology

## Technology Summary

JSES currently has fourteen chrome book carts, two computer labs, document cameras in every classroom, teacher computer in every room, and extra computers in the library.

## Technology Strengths

- Part of the auxiliary schedule allows students to rotate through the lab at least once a week
- Teachers use technology to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets.
- Every student has access to the computer lab at least 3 times a week.
- Every student has access to a chrome book daily.
- Students are proficient with logging in on their own.
- Technology is used across the curriculum.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** The campus is in need of additional technology in order for all students to have equal access. **Root Cause:** Not enough funding.

**Problem Statement 2:** A motivating reading program (software) is needed.

# 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 2019-20, 100% of all students will show one year or more growth in reading and 50% of the students will achieve Meets performance standard on STAAR Reading Grades 3 and 4.

**Evaluation Data Source(s) 1:** Improved STAAR results, TELPAS, CBA's, MAP, IEP progress monitoring

**Summative Evaluation 1:**





**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Instructional Specialists and teachers attend ELA, Science &amp; Social Studies focus training's that model research based best practice in the content areas.</p>	2.4	Principal	Improved STAAR performance.				
<p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2, 3 <b>Funding Sources:</b> 211-Title IA - 126661.00</p>							
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Contracted services with consultants will be provided to assist teachers in overall student improvement through differentiation and focused teaching.</p>	2.4	Principal	Improved STAAR performance in all student groups				
<p><b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 255-Title IIA - 2600.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Purchase Level Literacy Intervention to use with students in grades K-4 who are two or more grade levels below in reading.</p>	2.6	Principal	Improved STAAR performance in all student groups, benchmark data, CBA data, lesson plans				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms.</p>		Principal	Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3							
<b>Funding Sources:</b> 211-Title IA - 22000.00							
5) PLC meetings at least twice a month for data review, common assessments planning, professional learning opportunities & planning with lead4ward resources.		Administrators, Instructional Specialists, Classroom teachers	Schedule of PLC meetings, agendas and sign-in sheets. Lesson plans are collaborative, aligned with TEKS, improved common assessments and CBA performance				
6) Actively participate in team meetings that are focused on instruction and student improvement. Team meetings will also address exploring strategies to promote higher order thinking skills in all students, interventions for closing instructional gaps and sharing best practices.		teachers instructional specialists	Team meetings, data to reflect increase in individual scores.				
7) Teacher and student creation of data sheets so students can track their progress and set goals. School will focus on having Academic Celebrations and Recognition for progress.		Principal	Students can articulate their progress.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>8) Instructional Specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop, reading readiness and accurate automatic reading.</p>		Administrators, Instructional Specialists	Classroom environment, small guided groups and formative data binders. Increase number of students leaving grade level on level in reading.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2							
<b>Funding Sources:</b> 211-Title IA - 126661.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Improve TELPAS proficiency levels from previous year. Monitor ELL, ESL, M1, M2 and waiver students for academic progress.		Administrators, Bilingual teachers, instructional specialists	Evidence of student growth and performance level on common assessments, CBA, TELPAS and STAAR.				
10) Conduct Power PLC once a nine weeks to disaggregate data, update digital data wall, plan for the nine weeks, learning walks.		Administrators and instructional specialists c	Evidence of student growth and increased performance level on curriculum based assessments and STAAR.				
11) Dyslexia students served every day for forty-five minutes with the dyslexia teacher.		Dyslexia specialist	Student progress and achievement level on common assessments, curriculum based assessments and STAAR.				
<b>Funding Sources:</b> Special Programs - 0.00							
12) Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.		Administrators	Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR.				
<b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 2, 3							
<b>Funding Sources:</b> 211-Title IA - 130827.00, 255-Title IIA - 2600.00, Local Funding - 0.00							
13) Support from educational staff in reading explaining the TEKS at each grade level and involving teachers from selected grade levels to write and review CBA.		Curriculum specialist	Student progress and increase achievement levels on curriculum based assessments and STAAR & training sign-in sheets				
14) Increase in walkthroughs to ensure implementation of TEKS in reading at all grade levels.		Administrators, ELA curriculum specialists	Student progress and higher achievement levels on curriculum based assessments and STAAR.				
15) GT enrichment will be provided throughout the instructional day for students identified as GT.		Instructional Specialists	10% increase of students reaching Masters performance level on STAAR.				
<b>TEA Priorities</b> Build a foundation of reading and math	2.6	Instructional Specialists and Administrators	Student progress in reading				
16) Leveled Literacy Invention and SIL groups are provided daily to improve the reading levels of at-risk and EL students.	<b>Problem Statements:</b> Student Achievement 1, 2						
17) Basic Language Skills groups are provided daily.	2.4, 2.6	Instructional Specialists	Student progress in reading				
18) Fast ForWord is utilized daily by students in 1st-4th grade.		Instructional specialist and administration	Student progress in reading				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 19) 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)		Administrators	Vertical Alignment Kinder-4th grade				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2						
20) JSES will implement dual language in Pre-K and Kindergarten. Materials, supplies and training will be provided to teachers and students in order to be successful in the acquisition of their native language(Spanish) as well as learning English.	2.4	Bilingual Instructional Specialist and Administrators	Acquisition of Spanish/English				
	<b>Problem Statements:</b> Demographics 2 - School Culture and Climate 1						
<b>TEA Priorities</b> Build a foundation of reading and math 21) Reading Readiness and Accurate, Automatic Reading training by Neuhaus will be provided to teachers in grades K-2nd grade to assist them with instruction in phonics.	2.4, 2.5	Administrator	Increased number of students on grade level in reading.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1						
22) Reading Readiness and Accurate, Automatic Reading training by Neuhaus will be provided to instructional specialists to assist them in working with small groups of at-risk students in 1st & 2nd grade who are below grade level in reading.	2.6	Instructional specialists and administrators	Increased number of students on grade level in reading				
	<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
<b>TEA Priorities</b> Build a foundation of reading and math 23) Bilingual teachers in 1st and 2nd grade will receive training in Esperanza. Esperanza will assist teachers with phonics instruction with our ELL students.	2.4, 2.5, 2.6	Bilingual instructional specialists and administrators.	Increase number of ELL students on grade level in reading				
	<b>Problem Statements:</b> Demographics 2 - Curriculum, Instruction, and Assessment 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Based on recent data, we have the highest percentage of minorities and second highest percentage of economically disadvantaged students in the district. Our highest at risk students need to be instructed by our most experienced teachers.
<b>Problem Statement 2:</b> Due to the large number of bilingual students, quality instructional materials in Spanish are needed.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Based on benchmark data, our students continue to struggle in reading and writing
<b>Problem Statement 2:</b> Too many of our economically disadvantaged 2nd grade students leave 2nd grade without a solid balanced literacy background.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Limited environmental print in Spanish.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Teachers need support with providing appropriate interventions and enrichment in all subjects.
<b>Problem Statement 3:</b> Too many of our economically disadvantaged students leave without a solid balanced literacy background.
<b>Problem Statement 1:</b> A comprehensive writing and phonics program is needed for all students in Kindergarten through 4th grade.



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





**Performance Objective 2:** During 2019-20, 100% of all students will show one year or more growth in math.

**Evaluation Data Source(s) 2:** Improved STAAR results, CBA's, MAP, IEP progress monitoring

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Instructional specialists and teachers attend math focus trainings that model research based best practice in the content areas.	2.5	Instructional specialists & administrator	Documented sign-in sheets of training, classroom environment, small guide groups and formative data binders.				
	<b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 211-Title IA - 126661.00						
<b>TEA Priorities</b> Build a foundation of reading and math 2) To improve instructional practices and promote small group instruction, teachers will have an opportunity to observe other math teachers.		Instructional specialists and administrator	Evidence of student growth on common assessments and curriculum based assessment.				
	<b>Problem Statements:</b> Demographics 1						
3) Teachers and instructional specialists will continue to receive professional development to improve instructional practices...CAMT, Math Games for the Texas State Standards, etc		Administrators	Evidence of student growth on common assessments and curriculum based assessment.				
	<b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Local Funding - 0.00, 255-Title IIA - 0.00						
4) Provide supplemental instructional materials that support professional development.		Administrator	Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR.				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211-Title IA - 946.00						
5) Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.	2.4, 2.5, 2.6	Administrators	Documented classroom observations of teachers and coaches using strategies. Increased scores on CBA, benchmarks and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Based on recent data, we have the highest percentage of minorities and second highest percentage of economically disadvantaged students in the district. Our highest at risk students need to be instructed by our most experienced teachers.
Curriculum, Instruction, and Assessment
<b>Problem Statement 2:</b> Teachers need support with providing appropriate interventions and enrichment in all subjects.

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





**Performance Objective 3:** During 2019-20, 100% of all students will show one year or more growth in writing.

**Evaluation Data Source(s) 3:** Improved STAAR results, CBA's, PBMAS, TELPAS, IEP progress monitoring, writing portfolios

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and instructional specialist will attend ELA, Science & Social Studies focus trainings that model research based best practice in the content areas.		Curriculum specialists, teachers	Documented sign-in sheets of training, classroom environment, small guide groups and formative data binders, walk-throughs, improved CBA results, increased reading levels as measured by DRA, CBA and STAAR				
<b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Contracted services with Kristi Thamelitz will be provided to assist teachers in overall student improvement through differentiation and focused teaching in writing. Specific focus will be on writing, writing portfolios and writing calibration.		Principal	Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders.				
<b>Funding Sources:</b> 211-Title IA - 4166.00, IDEA B - 0.00, Local Funding - 0.00							
3) Provide supplemental instructional materials that support professional development. -Writing - Empowering Writers -Social Studies -Leveled books (Balanced Literacy Library) -Comprehension -Phonics -Guiding Readers and Writers -Climb Inside a Poem -Interactive Read Aloud -Lucy Calkins Units of Study -Multisensory Grammar		Principal	Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via DRA, CBA and STAAR results				
<b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local Funding - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Instructional specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop. Instructional Specialists provide Tier 2 intervention to students.		Administrator	Classroom environment, small guided groups and formative data binders.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 211-Title IA - 126661.00, 199-SCE - 0.00, Local Funding - 0.00							
5) Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.		Administrators	Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 3							
6) Teachers will use Lucy Calkins Units of Study to assist in writing instruction in grades K-4.	2.4, 2.5	Administrators, & instructional specialists	Evidence of growth in students' writing.				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
7) ELA teachers in 3rd & 4th grade actively participate in calibration with Kristi Thaemlitz.		Instructional Specialists and Administrators	Writing Essays				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Based on recent data, we have the highest percentage of minorities and second highest percentage of economically disadvantaged students in the district. Our highest at risk students need to be instructed by our most experienced teachers.
Student Achievement
<b>Problem Statement 1:</b> Based on benchmark data, our students continue to struggle in reading and writing
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> A comprehensive writing and phonics program is needed for all students in Kindergarten through 4th grade.
<b>Problem Statement 2:</b> Teachers need support with providing appropriate interventions and enrichment in all subjects.
<b>Problem Statement 3:</b> Too many of our economically disadvantaged students leave without a solid balanced literacy background.

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

**Performance Objective 4:** During 2019-20 we will ensure 100% of students are offered well-rounded educational opportunities.

**Evaluation Data Source(s) 4:** Improved STAAR results, Increased interest in STEM activities

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.		Administrators	Evidence of student growth on informative and formative assessments.				
2) Provide professional development to assist instructional specialist in writing goals and objectives for our students with disabilities.		Instructional Specialists, Special Ed staff	Well developed program for students with disabilities.				
3) JSES 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	Improved STAAR scores				
4) Recess will provided to all students every day.		Principal	Promote healthy students through daily exercise.				
5) Art will be provided weekly to students. Supplies and materials will be purchased as necessary.		Principal	Promote fine arts with our students.				
6) JSES will promote well-rounded educational opportunities for all students through Maker Space. Supplies, materials and technology will be needed in order to provide this opportunity to all students.	2.5	Administrator	Improved STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June


## 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 by 5% through mentoring and staff development and increase hiring strategies for highly qualified personnel.

**Evaluation Data Source(s) 1:** Retain highly qualified effective teachers and recruit the best highly qualified teachers for the staff.

### 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.		Campus Administrators	PDAS and walk throughs				
<b>Problem Statements:</b> Demographics 1							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Any new teacher will be provided support from a mentor teacher located on the campus.		Director of Professional Development, Principal	Good teaching in the classroom and the individual desire to grow on campus. Increased in certification for staff.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
<b>Funding Sources:</b> 255-Title IIA - 0.00							
3) Give timely feedback to teachers from walkthrough visits and observations.		Principal, Assistant Principal	Eduphoria records, administrator tracking sheets of walkthrough visits				
4) Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.		Director of Professional Development, Principal, Director of Human Resources	Documentation of trainings and achievement of certification in a timely manner.				
<b>Funding Sources:</b> Local Funding - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Provide staff with researched based training and materials to enhance instruction for all students in all content areas. -</p>		Deputy Superintendent for Educational Services, Director of Federal Programs, Director of Professional Development, Principal, Teacher	Improvement in MAP Reading Levels and STAAR scores				
<p><b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 255-Title IIA - 1000.00</p>							
6) District campus principals and their collaborative teams will be provided with training, support, materials and coaching on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction.		Deputy Superintendent for Educational Services, Director of Professional Development	Documentation of training and achievement of certification in a timely manner.				
<p><b>Problem Statements:</b> Demographics 1</p>							
7) Principal will attend college recruitment.		Principal	Hiring of highly qualified teacher				
8) Campus administration will attend special education legal training in order to remain current on special education laws.		Director of Special Programs	Documentation of training and achievement of certification in a timely manner.				
9) Campus administration will attend professional development throughout the year. -lead4ward -Restorative Practice -Lucy Calkins -etc		Deputy Superintendent for Educational Services	Documentation of training				
							

**Performance Objective 1 Problem Statements:**



<b>Demographics</b>
---------------------

<b>Problem Statement 1:</b> Based on recent data, we have the highest percentage of minorities and second highest percentage of economically disadvantaged students in the district. Our highest at risk students need to be instructed by our most experienced teachers.
---

<b>Staff Quality, Recruitment, and Retention</b>
--

<b>Problem Statement 1:</b> Inability to recruit and hire highly qualified teachers for bilingual programs.
---

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

**Performance Objective 1:** Increase student attendance from 95% to 98%.

**Evaluation Data Source(s) 1:** Weekly PEIMS/Skyward/Attendance Data

**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) Counselor will attend training on guidance lessons in order to provide students with weekly guidance lessons that focus on bullying, relationships, abuse, etc.	2.6	Counselor	Increase in student attendance				
2) Staff members will attend training and receive reading materials on safety, restorative practices, and/or relationship building in order to promote a safe learning environment.		Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian	Analysis of office referral data				
3) Use Core Essential Social Skills, character counts and right choice programs, Project Wisdom and It Starts with Hello to promote positive character development.		Counselor	Classroom walk-throughs, office referral documentation				
4) Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis.		Counselor, District Social Worker	Documented services and materials supplied to students. Student attendance.				
<b>Funding Sources:</b> 211-Title IA - 2383.00							
5) Promote "No Place for Hate" program campus wide.		Counselor	Students trained as Ambassadors for the program, students and staff wearing shirts in support of the program and participation in Unity Day.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teachers will complete training's on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting in order to address specific situations.		Administrators	Documentation of trainings and achievement of certification in a timely manner.				
7) Provide teachers training on bully prevention in order to notice signs in the classrooms.		Counselor	Reduction in the number of referrals for bullying and increase in student attendance				
8) Provide physical education classes for all students 2-3 days a week.		PE teacher	Improvement in physical fitness of students.				



= 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:** Ensure 100% of allotted budget is spent on activities to improve student achievement and campus environment.

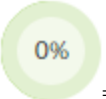
**Evaluation Data Source(s) 1:** Budget


**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, Director of Business Operations	Sign in sheet from training, compliance with district policies regarding budget management.				
2) All business and money handled on campus will be documented and receipts will be provided.		School Secretary	Clear audits				
3) Collaborate and plan with district budget managers when making decisions based on professional development. Master schedule, student and staff programs and materials to support at-risk students academic learning and improvement.		Principal, A-Team	Documentation of purchase orders, request for pay. Correct use of funds as documented in audits.				
4) Provide and monitor procedures in place to promote energy conservation on a daily basis.		Principal, staff	Documentation completed by district energy management team.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

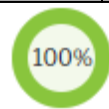
**Goal 4:** DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

**Performance Objective 2:** 100% of students and teachers will utilize technology daily in order to gain 21st century learning experience.

**Evaluation Data Source(s) 2:** Fast ForWord Data, Prodigy data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grade level technology TEKS will be the basis of instruction in the classroom and computer lab.		Teachers, Administrators	Lesson plans incorporating technology, evidence of students using technology observed in walkthrough visits and observations				
2) Continue to purchase instructional technology hardware that will support the most current educational software and testing requirements.		Technology Department Principal Dir. Fed. Programs/ELL	All teachers have necessary instructional technology in the classrooms in order to carry out things learned in professional development to increase student achievement.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 3 - Technology 1							
3) The two computer labs will be used to provide students with such programs as Prodigy.		Administrator, Classroom teachers	Documentation of lab used by students.				
<b>Funding Sources:</b> 211-Title IA - 22000.00							
4) Utilize the instructional technologist to help teachers utilize technology to develop and continue to improve instruction.		Administrators, instructional technologist	Teachers use of technology				
5) Provide supplemental and researched based instructional resources to support teachers with instruction of students.		Administrators, instructional technologist	Student progress on curriculum based assessments and STAAR.				
<b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 2, 3							
<b>Funding Sources:</b> 211-Title IA - 3000.00							
6) MAP testing conducted three times a year to assess students in reading and math.		Administrators	Student progress in math and reading.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Based on recent data, we have the highest percentage of minorities and second highest percentage of economically disadvantaged students in the district. Our highest at risk students need to be instructed by our most experienced teachers.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** A comprehensive writing and phonics program is needed for all students in Kindergarten through 4th grade.

**Problem Statement 3:** Too many of our economically disadvantaged students leave without a solid balanced literacy background.

**Problem Statement 2:** Teachers need support with providing appropriate interventions and enrichment in all subjects.

### Technology

**Problem Statement 1:** The campus is in need of additional technology in order for all students to have equal access. **Root Cause 1:** Not enough funding.

## 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:** Increase the number of parent engagement activities from eleven to fifteen.





**Evaluation Data Source(s) 1:** Sign in sheets, feedback from survey

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hold Family Literacy and Math Night on October 8th from 6:00-7:30 to promote the importance of reading, writing and math and to provide parents with strategies and activities they can do at home to help their children with these skills. Make and Take activities will be provided.		Academic Coaches Administrators Classroom Teachers Librarian	Analysis of parent surveys, attendance sheets				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211-Title IA - 200.00						
2) Parents will be invited to all school functions such as Open House, Awards Assemblies, Parent Orientation/Title 1 meetings, Thanksgiving luncheon, muffins for moms, donuts for dads, music programs, evening book fairs, field day. Back to School Dances - Sept. 6 & 13 Parent Orientation/Title 1 Nights - September 3rd, 5th & 9th ELL parent night - Oct. 29, & Jan. 14 Awards Assemblies - Oct. 25, January 17, March 27 & May 20 Field Day - March 6 Thanksgiving Luncheon - Nov. 15 Evening book fairs - Oct. 8 & March 5 Open House - March 3 Music Programs - 3rd grade - Nov. 11, 2nd grade - Dec. 10, 1st & 4th grade - March 3		Academic coaches, Administrators, classroom teachers, counselor, librarian	Parent survey, sign in sheets				
	<b>Funding Sources:</b> 211-Title IA - 200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Staff and campus web pages will be kept current and used to communicate with parents and the community.		Classroom teachers, receptionist	up-to-date web pages				
4) Recruit staff, parent, community and business members to participate in the evaluation, development and planning of the campus improvement plan during the school year.		Principal	Documentation of invitations, meetings with sign-in sheets, agendas, notes and completed CIP.				
5) Provide parents with information regarding the district, campus and curriculum and information on their child's progress and opportunities to participate in campus activities.		Principal	Documentation of distribution of information, sign-in sheets at activities and parent survey results.				
6) Provide opportunities for parents of bilingual students to meet with their child's teacher to learn how to increase their child's English proficiency.		teachers	Improvement on STAR, Telpas, common assessments and CBA				
7) Provide opportunities for parents of PreK students to visit the campus in the Spring and receive information about PreK.		Teacher, Administrators	Documentation of invitations and parent survey results				
8) Provide parents with their child's academic results on state assessment.		Administrators	Provide necessary student information for parents to access website.				
9) Provide parental conferences with teachers on their child's academics.		teachers	Documentation of invitation and sign in sheets				
10) The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.		Administrator	Community Involvement				
11) Pre-K and Kindergarten social provided for students and parents in August before the start of school.		Teachers, Administrators	Students and parents meet teachers and other students before school begins.				
12) Parent Engagement Coordinator will help plan and implement parent engagement activities throughout the year.	3.2	Administrator	Increase in parent involvement - sign-in sheets				
<b>Problem Statements:</b> Parent and Community Engagement 1							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) Parent assistance in understanding content standards, how to monitor their child's progress and help improve student achievement.	3.2	Parent Engagement Coordinator and Administrators	Parent Survey Results				
<b>Problem Statements:</b> Parent and Community Engagement 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Parent Engagement needs to increase on campus. <b>Root Cause 1:</b> Work or lack of interest from parents keeps them from being involved.